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ABSTRACT

Designed for junior or senior high school students with academic, socio-economic or other handicaps, the Coordinated Vocational-Academic Education (CVAE) Food Services course is also useful in other vocational education programs. Information in the curriculum guide is presented in three sections. Section one is an overview for teacher preparation; suggestions for planning, teaching, and evaluating CVAE programs; and suggestions for using the guide. Section two includes the following concepts: job opportunities in food services, equipment for commercial food production, sanitation, safety, food production, customer service techniques, and the receiving, storing, and issuing of food and supplies. Section three aids the teacher in planning laboratory experiences which simulate actual job situations. The role of the CVAE food service teacher is compared to the role of the food service manager. Information is included to aid in menu planning, using standardized recipes, altering recipes, purchasing food, production, serving, and cleaning up. A detailed description of plans for one meal function is included as a further aid in planning. A 16-page annotated reference list concludes the document and offers student references, books, audiovisual aids, pamphlets, and other instructional materials. (MW)

FOOD SERVICES

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COORDINATED VOCATIONAL ACADEMIC EDUCATION

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Homemaking Education
Division of Public School Occupational Programs
Department of Occupational Education and Technology
Texas Education Agency
Austin, Texas

FOOD SERVICES

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Home Economics Instructional Materials Center
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Box 4067
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Department of Occupational
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Austin, Texas

DESCRIPTION OF
HOME ECONOMICS INSTRUCTIONAL MATERIALS CENTER

The Home Economics Instructional Materials Center was established September 1, 1967, as a continuing project. It is a cooperative project between Homemaking Education in the Texas Education Agency, and the College of Home Economics, Home Economics Education Department, Texas Tech University at Lubbock, Texas. The instructional materials which are being developed at the Center are intended to assist teachers and coordinators in promoting and teaching home economics gainful employment programs or homemaking education.

To provide a background of information for the establishment of the Home Economics Instructional Materials Center, a Planning Grant Project was approved by the Texas Education Agency for February 1 through August 31, 1967. The major purposes of the Planning Grant Project were (1) to assemble and catalog an occupational reference library, (2) to develop procedural steps for preparation of instructional materials, and (3) to illustrate the first sequence of these steps, that is, to develop job analyses and to list competencies needed for employability of students.

The present major objectives of the Home Economics Instructional Materials Center are (1) to develop instructional materials designed for use by students enrolled in cooperative part-time training programs and in pre-employment laboratory training programs in preparation for employment in occupations requiring home economics knowledge and skills, (2) to develop materials in homemaking education, and (3) to develop at a later time materials designed for use in home and community service programs.

Acknowledgement is given to:

Mrs. Elizabeth F. Smith, Director, Homemaking Education, Texas Education Agency, who conceived the original plan for establishing the Center and continues to determine ways in which the Center can meet the needs of Homemaking Education in Texas.

Dr. Camille G. Bell, Chairman, Department of Home Economics Education, who continues to serve in an advisory capacity.

Linda Glosson, Acting Director
Home Economics Instructional
Materials Center

Betty Robinson, Assistant Director
Home Economics Instructional
Materials Center

ACKNOWLEDGMENTS

This guide for CVAE Food Services, prepared by the Home Economics Instructional Materials Center at Texas Tech University, is the result of the combined efforts and ideas of many people, namely:

Mrs. Sandra Honeycutt, Lubbock, Texas; Mrs. Bette Ramsey, Amarillo, Texas; and Miss Betty Sadberry, Fort Worth, Texas, CVAE Teachers, who spent a month at the Center helping with the writing of these materials.

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PREFACE

"Coordinated Vocational-Academic Education is designed for students with special learning needs. The program is for in-school youth possessing acedemic, socio-economic, or other handicaps which prevent them from succeeding in traditional educational endeavors. The program includes vocational instruction that provides opportunities of achieving a saleable vocational skill and modified academic instruction that provides basic knowledge in the fields of mathematics, science, English, and social studies. The dual-phase approach enables students enrolled to reach maximum personal development, including employment potential, within their abilities in the shortest possible time. The program must be supported by a specialized guidance and counseling program."

"Coordinated vocational-academic education is designed for the following purposes:

> To provide students with education preparing them for gainful employment in jobs requiring semi-skilled knowledge and training.
> To prepare students, when feasible, for entry into a regular high school vocational program preparing for gainful employment.
> To provide students with an academic curriculum, that departs from traditional content and methods of teaching, at a level where students can succeed."[1]

CVAE Food Services is designed for use in teaching the food service phase of General Home and Community Services at the junior or senior high school level or in teaching Commercial Food Services at the high school level. Although the materials were designed specifically for CVAE Programs, they should be equally useful to teachers of Pre-employment Laboratory Training Programs, Vocational Education for the Handicapped, Home Economics Cooperative Education, and adult vocational education programs.

The following concepts are included: job opportunities in food services, equipment for commerical food production; sanitation; safety; receiving, storing, and issuing food and supplies; food production; and customer service techniques.

The information included in this publication is presented in three sections. Section One is an overview for preparing teachers to teach CVAE students; suggestions for planning, teaching, and evaluating CVAE programs; and suggestions for using this guide.

Section Two includes concepts and subconcepts in food services.

> Orientation to CVAE Food Services introduces the student to CVAE Food Services through displays and shows relationship of job opportunities in Food Services and students' ability to perform necessary tasks in those jobs.

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[1] Vocational Homemaking Education Program Standards. Revised May 1973. Austin, Texas: Texas Education Agency, 1973. p. 29.

Ability to safely use and care for equipment for commercial food production contributes to the student's employability. Emphasis is placed on learning correct names of tools and equipment and of parts essential in their operation. The student learns when to use each equipment, how to use it safely and correctly, how to care for it, and where to store it.

Sanitation is an essential aspect of any food service operation. The legal implications of sanitation are explained. The importance of personal sanitation is stressed. Procedures are given for sanitary preparation and storage of food and for sanitizing physical facilities in the food service establishment. Sanitary dish washing procedures are also detailed.

The frequency of accidents caused by burns, cuts, and falls in food service establishments necessitates a strong emphasis on safety. This unit stresses precautions for preventing accidents, but also includes information on procedures to follow when an emergency occurs.

Using correct procedures in receiving, storing, and issuing food is another important part of food service. This phase of the food service operation is important in controlling operating coasts.

Food production necessitates knowledge of basic information about factors determining quality and food preparation techniques. Information is included on preparing a variety of foods using quantity cookery methods. Accuracy in portioning the foods prepared also aids in cost control.

Customer service techniques may be entirely responsible for the cutomer's impression of the food service establishment. Detailed procedures are given on preparing the table, serving guests, bus service, and handling money. Customer relationships are especially emphasized.

Section Three should aid the teacher in planning laboratory experiences which simulate actual job situations. The role of the CVAE food service teacher is compared to the role of the food service manager. Information is included to aid in menu planning, using standardized recipes, altering recipes, purchasing food, production, serving, and cleaning up. A detailed description of plans for one meal function are included as a further aid in planning.

TABLE OF CONTENTS

Page

DESCRIPTION OF HOME ECONOMICS INSTRUCTIONAL MATERIALS CENTER iii

ACKNOWLEDGEMENTS iv

PREFACE. v

SECTION ONE - OVERVIEW 1

  DESCRIPTION OF THE CVAE STUDENT 2

  CHARACTERISTICS OF THE CVAE STUDENT 2

  CVAE FOOD SERVICE GUIDE 4
    Program Planning 4
    Curriculum Planning. 5
    Contents of the Guide. 6
    How to Use the Guide 7

  REFERENCES TO BE USED IN PLANNING 7

  DEFINITIONS OF TERMS. 8

  TAXONOMY OF EDUCATIONAL OBJECTS 9
    Levels of Learning 9
    Cognitive Domain 11
    Affective Domain 12
    Psychomotor Domain 13

  SUGGESTIONS FOR TEACHING CVAE STUDENTS. 14

  CONCEPTUAL FRAMEWORK FOR CVAE FOOD SERVICES 18

SECTION TWO - INSTRUCTIONAL MATERIALS. 25

  ORIENTATION TO CVAE FOOD SERVICES 27
    CVAE Food Services 28
    Job Opportunities In Food Service. 30

  MAJOR EQUIPMENT FOR COMMERCIAL FOOD PRODUCTION. 41
    Cleaning and Disposal Equipment. 42
    Beverage Equipment 48
    Toasters 59
    Cutting Equipment. 63
    Mixing Equipment 67
    Ovens. 74
    Surface Cooking Equipment. 79
    Steaming Equipment 93
    Food Preparation Stations. 100
    Holding and Serving Equipment. 104
    Cold Storage Equipment 113

Page

SMALL EQUIPMENT FOR COMMERCIAL FOOD PRODUCTION 117
  Hand Utensils 118
  Cutting Equipment 123
  Can Openers 132
  Measuring Equipment 135
  Pots and Pans 141
  Decorating Equipment. 148
  Serving Equipment 152
  Linens. 160
  Small Cleaning Equipment. 166

SANITATION 171
  Legal Aspects of Sanitation 172
  Personal Sanitation 174
  Sanitation in Food Handling 185
  Sanitation of Physical Facilities 188
  Sanitary Dishwashing Procedures 192

SAFETY 199
  Precautions 200
  Emergency Procedures. 204

RECEIVING, STORING, ISSUING. 207

FOOD PRODUCTION. 219
  Factors Determining Quality 221
  Food Preparation Techniques 224
    Terms. 224
    Measures and Equivalents 230
    Recipes. 238
  Production Techniques 243
  Quantity Cookery. 246
    Beverages. 246
    Sandwiches 249
    Salads and Salad Dressings 256
    Vegetables and Fruits. 260
    Sauces, Gravies, and Soups 271
    Breads 275
    Desserts 279
    Cereals and pasta. 288
    Meats, Poultry, and Seafood. 291
    Eggs 298
    Cheese 303
    Spicing and Flavoring. 305
    Garnishes and Appetizers 308
  Portioning Techniques 312
  Convenience Foods 316

Page

CUSTOMER SERVICE TECHNIQUES 321
  Preparing the Table. 323
  Meeting the Public 332
  Serving Guests 340
  Bussing. 363
  Handling Money 366

SECTION THREE - CVAE FOOD SERVICES LABORATORY. 371

ROLE OF THE CVAE FOOD SERVICE TEACHER 372
  Menu Planning. 373
  Standardized Recipes 374
  Altering Recipes 376
  Purchasing Tips. 377
  Production, Service and Clean Up Procedures. 378

HOW TO PLAN AND EXECUTE A FOOD FUNCTION 378

SECTION ONE

OVERVIEW

DESCRIPTION OF THE CVAE STUDENT

The Vocational Homemaking Education Program Standards (Revised, May, 1973) describe the student eligible for entrance into the CVAE program as a student who is enrolled in grades seven through twelve and who meets the following requirements:

1. The results of counseling indicate the student can profit from participation in the program.
2. A student must be one or more years behind grade level academically.
3. A student must be at least fourteen (14) years of age at the time of entry into the program.

CHARACTERISTICS OF THE CVAE STUDENT

The same general principles of learning which apply to other groups apply to CVAE students as well. The biggest difference lies in the meanings things hold for these learners and the degree to which certain factors are operative. For example, although all learners proceed from concrete to abstract, what is abstract and what is concrete may be different to CVAE students with congnitive and verbal problems and whose experiences may be limited in some areas. In addition, what motivates learning may be somewhat different for the CVAE student.

The CVAE student may be handicapped academically because of a lack of communication skills and low reading ability. These problems, as well as lack of cultural or educational advantages, may have contributed to his failure to achieve at optimum levels in the regular academic program.

The CVAE program affords excellent opportunities for the teacher to provide experiences which encourage learning. A variety of activities may be used which enable the student to learn by doing. These techniques, more than lecture and research methods are more likely to be effective with the CVAE student. Because the CVAE student frequently has a short attention span and needs variety to maintain his interest.

Because of limited reading ability and communication skills, the CVAE student learns most effectively through experiences which de-emphasize reading or which include use of materials with low reading level. The student's low reading ability may restrict his comprehension of written materials. If so, explanations or demonstrations using actual equipment or objects may aid the student in learning a new concept. Audio-visuals may also enable the student to learn a concept he could not grasp from reading material alone.

The teacher must capitalize on opportunities to encourage a positive self concept in the CVAE student, as past failures may have given him a negative view of himself and his abilities. Providing experiences at a level which allows the student to succeed can do much to improve his self concept. At first it may be necessary to encourage even small successes until a pattern of success is established. The level of difficulty should then be increased gradually as the student is capable of attempting more difficult tasks. Of course, the student will not succeed at every task, but such experiences should be approached in a positive manner emphasizing the learning opportunity rather than the failure.

Motivation is another necessary element in encouraging the CVAE student to learn. Encouragement from the teacher plays a major role in motivation. Peer approval may also be important to the student and can be used as a motivating element. Rewards and privileges may be included in the program as motivating forces.

Improvements in personal appearance may enhance the student's self-concept. The CVAE classroom may provide opportunities for the student to develop good grooming habits, a pleasing personality, and a positive attitude by relating these characteristics to the world of work. In fact, relating classroom experiences to the student's present and future life outside the classroom may be an important key to unlocking the student's potential.

CVAE FOOD SERVICES GUIDE

CVAE Food Services is one of three guides being developed for use in CVAE programs in Texas. Additional guides are being prepared in the areas of Clothing Services and Home Furnishings Services.

Program Planning

Effective program planning for CVAE in the local community involves (1) understanding vocational skills needed for employment, (2) understanding human growth and development, and (3) cooperative planning.

Understanding Vocational Skills Needed for Employment. Planning and carrying out an effective CVAE program requires that the teacher understand the labor market in which her students will find employment. A study of job trends, job descriptions, pay scales, and opportunities for advancement should contribute to this understanding. Such a study involves determining home economics-related jobs available in the local community and in nearby communities, and getting acquainted with employers and employees in these jobs. It also involves constant study to learn procedures acceptable in various job situations, skills and attitudes needed for employment, and changes taking place in the field.

Understanding Human Growth and Development. The development of the individual from birth throughout life is characterized by the occurrence of certain tasks at each stage, and an awareness of the characteristics of youth related to them is an important part of program planning in the CVAE program.

Knowledge of the developmental tasks has several implications for the teacher. The tasks indicate the types of problems for which students must seek answers. The teacher must realize that individuals of the same chronological age are not necessarily in the same stage of development. In addition, the CVAE student may have special problems which must be taken into consideration. Because tasks arise at or about the same time in the student's life, however, she should be able to anticipate the teachable moment and to provide learning experiences which will meet the needs, interests, and abilities of the students.

Cooperative Planning. Planning the CVAE program cooperatively with students, parents, administrators, employers, and others in the community should result in more effective learning and a better curriculum than would be possible in a program designed by the teacher alone. Students, parents, employers, and other community members may be included in planning through questionnaires, planning groups, interviews, and advisory committees. Cooperative planning between CVAE vocational teachers and CVAE academic teachers is necessary for a successful CVAE program. Professionally trained persons including the school principal, other homemaking teachers, teachers in other subject areas, guidance personnel, and local and area supervisors also provide essential contributions to program planning. When preliminary plans have been developed, the teacher will want to discuss program planning with her students to acquire greater insight into their special needs and interests.

Curriculum Planning

Concepts and Generalizations. Curriculum planning for the CVAE program involves using knowledge of vocational skills needed for employment, understanding of human growth and development, and incorporating the results of cooperative planning to identify concepts and generalizations which provide opportunities for relevant and lasting learning contributing to employability. A concept may be defined as "an abstraction representing the world of objects and events as a means of organizing them into categories."[1] Meaning is given to concepts by generalizing from experiences that occur over a period of time. A generalization is a complete thought which "expresses an underlying truth, has an element of universality, and usually indicates relationships."[2] Generalizations help give meaning to concepts and should be applicable in a number of situations. A number of generalizations are needed to develop a single concept. To help students formulate generalizations, the teacher should provide learning experiences which require students to define, describe, analyze, identify, classify, relate, explain, justify, interpret, and predict.

Behavioral Objectives. Concepts and generalizations are used to plan appropriate behavioral objectives and learning experiences in order to develop reliable and expanded concepts. A behavioral objective is measurable behavior that is expected to result from successful completion of designated learning experiences. In order to educate the total student, objectives should be provided at all levels of the cognitive, affective, and psychomotor domains of the taxonomy of educational objectives.

Learning Experiences. Learning experiences should be selected to enable students to achieve each behavioral objective. Learning experiences in CVAE homemaking may be provided through the classroom, home, community, and Future Homemakers of America. Students' interests are more easily sustained if a variety of experiences are provided for learning by seeing, hearing, feeling, and doing.

Evaluation. Evaluation determines the extent to which a group or class has achieved behavioral objectives and indicates the effectiveness of the teacher and the curriculum. Effective evaluation is a continuous process which involves determining behavioral objectives, collecting evidence on behavior changes, interpreting the evidence collected, and using the evidence to improve the curriculum, teaching, and guidance. Methods of evaluation include pencil-and-paper tests, oral tests, performance tests, check sheets and inventories, score cards, rating scales, behavior records, and observations.

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[1] Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development. Washington, D.C.: American Home economics Association, 1967.

[2] Ibid.

Contents of the Guide

In this guide the following format is used for each major concept:

Concept: Several major concepts related to food services are developed in this guide. No attempt has been made to determine the order in which the concepts and subconcepts should be taught. It is felt that this order will vary considerably from one CVAE class to another depending on such things as students' abilities and interests, time the class meets, projects chosen, equipment available, and the teacher's own experiences, interests, and abilities.

Justification for Study: Each major concept is introduced with a justification to help students understand the relevance of the material.

Subconcept: Several subconcepts are needed to develop each major concept. Generalizations, words to know, behavioral objectives, and learning and evaluation experiences are used to develop each subconcept. The subconcepts are developed as follows:

Generalizations: Meaning is given to each subconcept by summarizing or relating ideas presented.

Words to Know: Including the key words in each concept aids the teacher in building the student's vocabulary related to clothing services. Knowing these words is essential to learning the material presented.

Behavioral Objectives: Outcomes which should result from successful completion of the learning and evaluation experiences are given as behavioral objectives. The letters in parentheses at the end of the objective indicate the domain and level at which the objective is stated as follows: Cognitive Domain--Knowledge (C-K), Comprehension (C-C), Application (C-Ap), Analysis (C-An), Synthesis (C-S), Evaluation (C-E); Psychomotor Domain--Perception (P-P), Set (P-S), Guided Response (P-GR), Mechanism (P-M), Complex Overt Response (P-COR); Affective Domain--Receiving (A-Rec), Responding (A-Res), Valuing (A-V), Organization (A-O), Characterization (A-C). When objectives in more than one domain might be written for a learning experience, only the domain most closely related is used. Because such overlapping is particularly true at the lower levels of the three domains, only objectives in the cognitive domain are included at these levels. When objectives at more than one level might be written for a learning experience, only the higher level objective is given.

Learning and Evaluation Experiences: Suggestions are provided through the learning and evaluation experiences for ways each concept might be taught using a variety of teaching methods and techniques. Many of the suggested experiences may be used to evaluate the student's progress toward the objectives.

How to Use the Guide

The guide is presented by concepts, rather than units, to provide maximum freedom for the teacher to adapt the materials to her local situation. The material is not designed for use in any particular community. The teacher will need to use her own initiative, imagination, and creativity in working cooperatively with students, parents, employers, school, and community to develop an effective CVAE program.

The teacher is not expected to use all the suggested experiences given in this guide with one class. She may adapt, supplement, and expand the suggestions in view of the specific needs, interests, abilities, backgrounds, and levels of maturity of her students. The variety of experiences included should enable the teacher to select those teaching-learning experiences that will help her students reach objectives necessary for their employment.

The guide emphasizes ways various concepts might be taught rather than include all the information the teacher will need to know to carry out the suggested learning and evaluation experiences. The teacher will find a variety of references included in the reference list accompanying the guide which will aid in becoming knowledgeable in the various aspects of Food Services. In addition, the teacher should use *Food Service Employee*[1] as a primary source of information on the concepts included in this guide.

REFERENCES TO BE USED IN PLANNING

Arny, Clara Brown. *Evaluation in Home Economics*. New York, New York: Appleton-Century-Crofts, Inc., 1953.
Bloom, B.S., ed. *Taxonomy of Educational Objectives: Cognitive Domain*. New York, New York: David Mckay Company, Inc., 1956.
Concepts and Generalizations: Their Place In High School Home Economics Curriculum Development. Washington, D.C.: American Home Economics Association, 1967.
Gronlund, Norman E. *Stating Behavioral Objectives for Classroom Instruction*. New York, New York: The Macmillan Company, 1970.
Krathwohl, D. R., et al. *Taxonomy of Educational Objectives: Affective Domain*. Palo Alto, California: Fearon Publishers, 1962.
Sanders, Norris M. *Classroom Questions, What Kinds?* New York, New York: Harper and Row, 1966.
Simpson, Elizabeth J. "Classification of Educational Objectives, Psychomotor Domain," *Illinois Teacher*. Vol. X, No. 4, Winter, 1966-67.
Vocational Homemaking Education Program Standards. Austin, Texas: Texas Education Agency, 1973.
Dictionary of Occupational Titles. Washington, D.C.: U.S. Department of Labor, 1965.

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[1] *Food Service Employee*. Lubbock, Texas: Home Economics Instructional Materials Center, 1969.

DEFINITIONS OF TERMS

Behavioral objective - the expected measurable behavior that should result from successful completion of designated learning experiences.

Concept - an abstraction representing the world of objects and events and a means of organizing them into categories.

Evaluation experiences - activities which help determine the progress made toward the achievement of specific behavioral objectives.

FHA - Future Homemakers of America organization.

Generalization - a complete thought which expresses an underlying truth, has an element of universality, and usually indicates relationships. Generalizations help give meaning to concepts.

Learning experiences - purposeful activities that have meaning for students at their developmental level and result in some degree of growth toward behavioral objectives.

Resources - teaching materials, books, pamphlets, journals, visual aids, and other instructional materials needed to carry out the suggested learning experiences and to reach behavioral objectives.

Taxonomy of educational objectives - a system for classifying behavioral objectives into hierarchies or levels of learning in three domains (cognitive, affective, and psychomotor).

TAXONOMY OF EDUCATIONAL OBJECTIVES

Levels of Learning

Recent trends in vocational education call for objectives which indicate exactly what changes in behavior should be expected from students. Such objectives may be developed and arranged in order of complexity according to the Taxonomy of Educational Objectives, a system for classifying behavioral objectives.

The Taxonomy of Educational Objectives is divided into three categories. These are the cognitive domain (thinking), the affective domain (feeling), and the psychomotor domain (doing). Each domain is then divided into a hierarchy of levels from least complex to most complex. Students must reach objectives which are least complex in a domain before they are able to master more complex objectives. To reach objectives at each level, students must have mastered learning at all the levels below.

The cognitive domain deals with knowledge and information and is divided into six levels of learning:[1] knowledge, comprehension, application, analysis, synthesis, and evaluation. Each of these is explained more fully on page 11. The hierarchal aspect of the cognitive domain is illustrated in the following example: Students must know and understand basic facts about nutrition before they can apply them in planning nutritious family meals.

The affective domain which deals with attitudes and appreciation is divided into five levels of learning:[2] receiving, responding, valuing, organization and characterization. These levels are explained on page 12. The hierarchy in this domain may be illustrated as follows: A student must be receptive and responsive to maintaining good health before he values having good health, relates health to personal appearance, or allows his desire for good health to direct his behavior to the point that he chooses nutritious meals and snacks and tries to get plenty of rest.

---

[1] Bloom, Benjamin S. Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: David McKay Company, Inc., 1956.

[2] Krothwohl, David R.; Bloom, Benjamin S.; and Bertram, B. Masia. Taxonomy of Educational Objectives Handbook II: Affective Domain. New York: David McKay Company, Inc., 1964.

Levels of learning included in the psychomotor domain, the manipulative skill areas, are still being developed. One author[3] has identified possible levels in the psychomotor domain as follows: perception, set, guided response, mechanism, and complex overt response. Explanations of these suggested levels are found on page 13. The hierarchy in the psychomotor domain may be illustrated as follows: The teacher may demonstrate threading a sewing machine while students perceive what she does. Next the student prepares himself physically, mentally and emotionally to respond. The student then imitates the teacher or follows directions. Practice is required until he can thread the machine with little conscious effort. Finally, the student develops such a high degree of skill that he threads the machine automatically and with confidence.

Objectives in all three categories (cognitive, affective and psychomotor) should be included when planning units in homemaking education. Cognitive and affective domains can easily be included in all areas of homemaking. The psychomotor domain is applicable primarily in the teaching of skills, particularly in the areas of food services and clothing services. Behavioral objectives aid in planning learning experiences as well as in planning evaluation items to measure the degree to which students have achieved these objectives.

The inclusion of objectives at the higher levels of learning as well as at lower levels is another important consideration in curriculum planning. Unfortunately, the memory aspects of learning often dominate the curriculum. Research has shown that a large portion of memorized material is forgotten rapidly and that students are often unable to apply memorized material when it is needed. For example, a student may know many facts about nutrition without being able to make nutritious food choices for himself in the school cafeteria. As a result of spending excessive time at the memory level, many teachers tend to offer students little opportunity to develop their capacities at higher levels. To improve the intellectual climate of her classroom, the teacher must consciously include objectives at the higher levels of learning in each domain and provide the necessary learning experiences to enable the students to reach the objectives.

Objectives at the lower levels of the affective and psychomotor domains (Affective, Receiving and Responding and Psychomotor, Perception and Set) are difficult to measure. Therefore, the teacher may find it easier to measure only cognitive objectives at the lower levels. However, opportunities should be provided through learning experiences for students to develop in affective and psychomotor areas. For example, the teacher may present a demonstration on using classroom equipment safely. This learning experience not only develops the student's cognitive knowledge about safety, but gives him the opportunity to receive information on the importance of safety and to observe the physical procedures involved in the safe use of the equipment. Because the affective and psychomotor aspects are difficult to test at this level, the teacher may only ask the student to list safe procedures for using the equipment demonstrated, a Cognitive-Knowledge-level objective.

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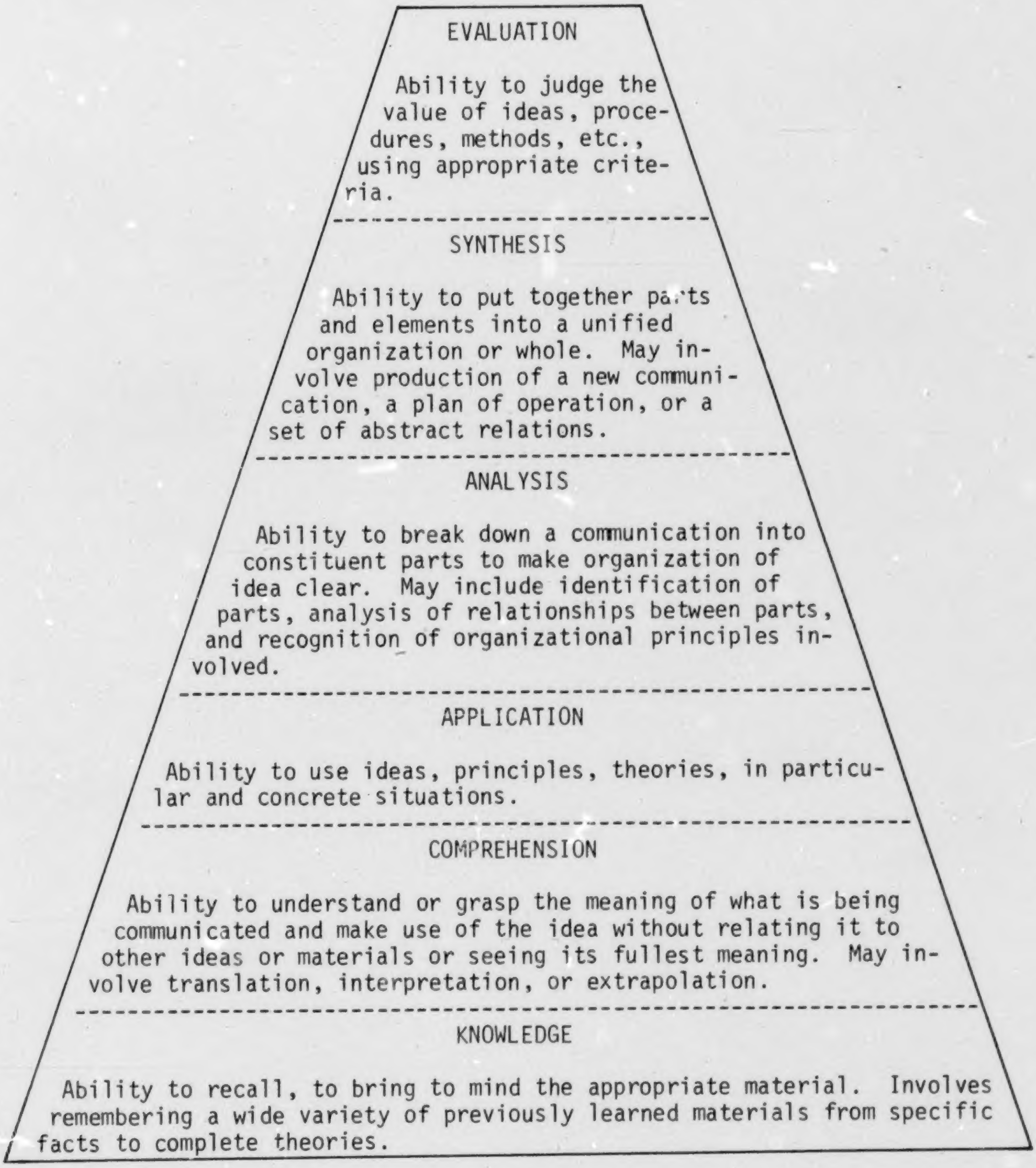
[3] Simpson, Elizabeth J. "Classification of Educational Objectives, Psychomotor Domain," Illinois Teacher. Vol. X, No. 4, Winter, 1966-67.

LEVELS OF LEARNING

Cognitive Domain[1]



EVALUATION

Ability to judge the value of ideas, procedures, methods, etc., using appropriate criteria.

SYNTHESIS

Ability to put together parts and elements into a unified organization or whole. May involve production of a new communication, a plan of operation, or a set of abstract relations.

ANALYSIS

Ability to break down a communication into constituent parts to make organization of idea clear. May include identification of parts, analysis of relationships between parts, and recognition of organizational principles involved.

APPLICATION

Ability to use ideas, principles, theories, in particular and concrete situations.

COMPREHENSION

Ability to understand or grasp the meaning of what is being communicated and make use of the idea without relating it to other ideas or materials or seeing its fullest meaning. May involve translation, interpretation, or extrapolation.

KNOWLEDGE

Ability to recall, to bring to mind the appropriate material. Involves remembering a wide variety of previously learned materials from specific facts to complete theories.

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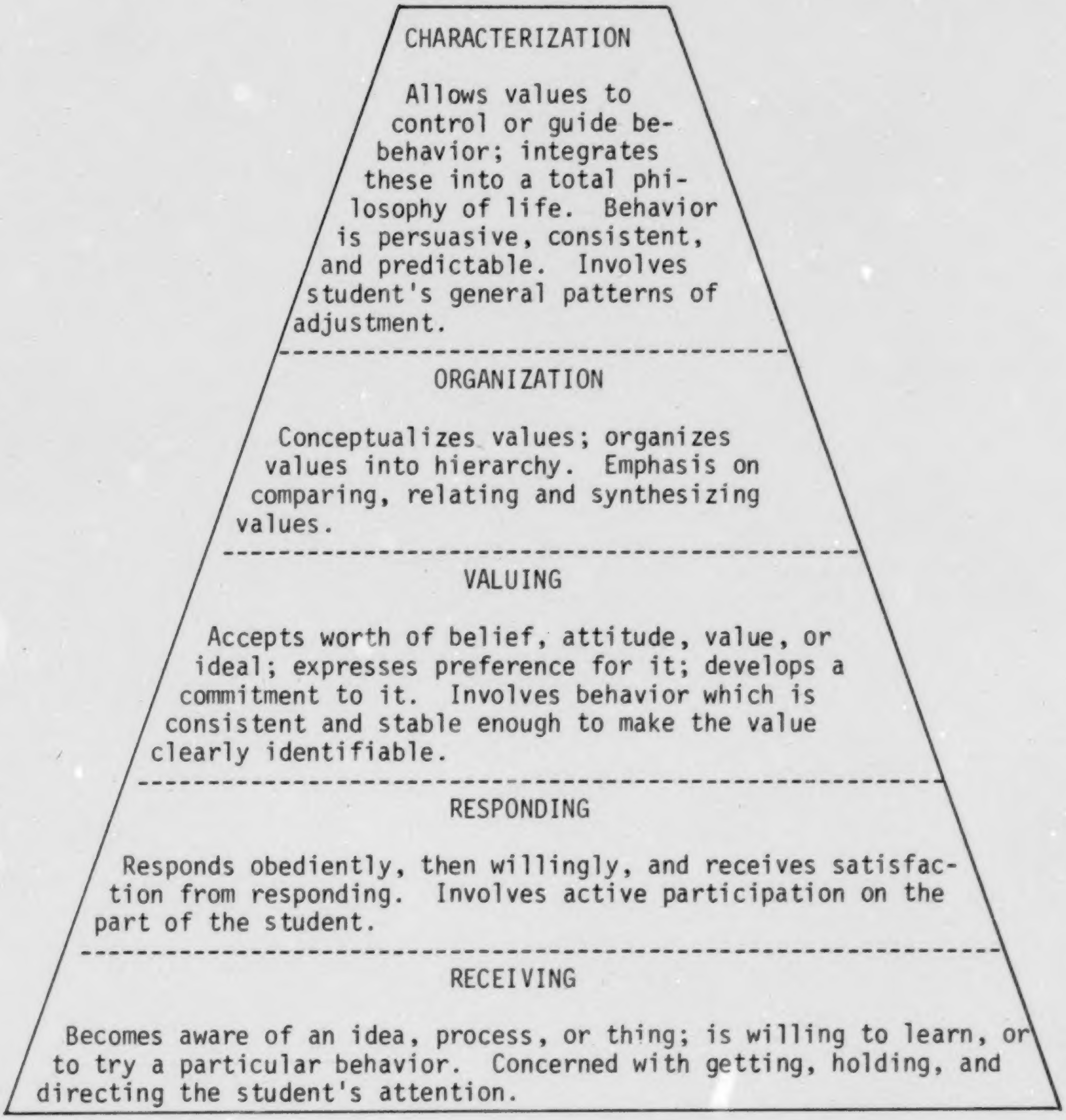
[1] Adapted from Bloom, Benjamin S., ed. *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. New York: David McKay Company, Inc., 1956.

LEVELS OF LEARNING

Affective Domain[1]



CHARACTERIZATION

Allows values to control or guide bebehavior; integrates these into a total philosophy of life. Behavior is persuasive, consistent, and predictable. Involves student's general patterns of adjustment.

ORGANIZATION

Conceptualizes values; organizes values into hierarchy. Emphasis on comparing, relating and synthesizing values.

VALUING

Accepts worth of belief, attitude, value, or ideal; expresses preference for it; develops a commitment to it. Involves behavior which is consistent and stable enough to make the value clearly identifiable.

RESPONDING

Responds obediently, then willingly, and receives satisfaction from responding. Involves active participation on the part of the student.

RECEIVING

Becomes aware of an idea, process, or thing; is willing to learn, or to try a particular behavior. Concerned with getting, holding, and directing the student's attention.

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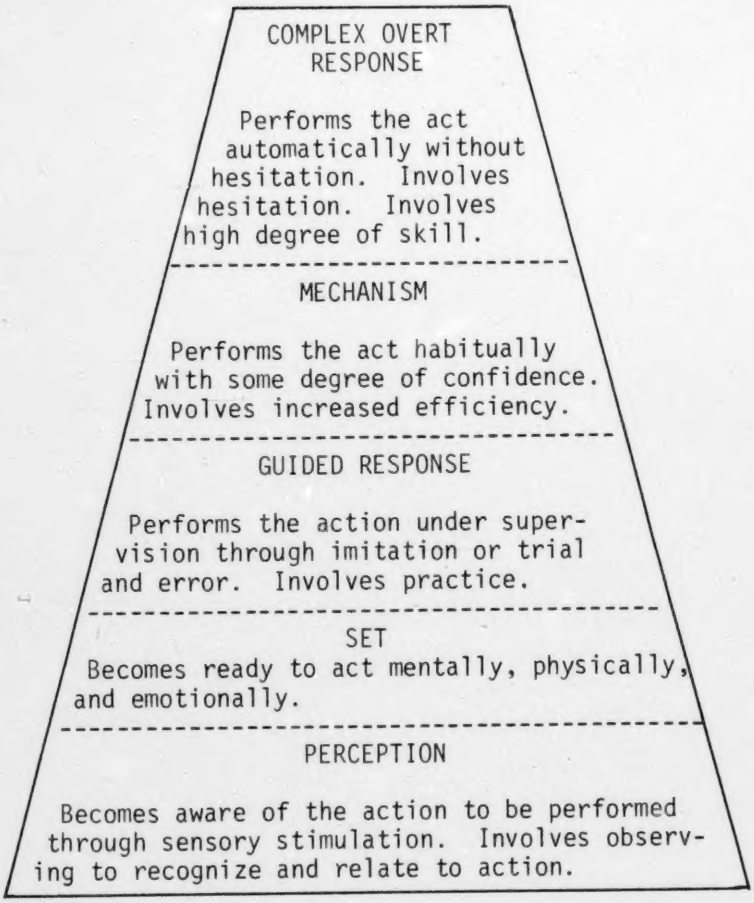
[1] Adapted from Krathwohl, David R.; Bloom, Benjamin S.; and Masia, Bertram B., Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay Company, Inc., 1964.

LEVELS OF LEARNING

Psychomotor Domain[1]



COMPLEX OVERT RESPONSE

Performs the act automatically without hesitation. Involves hesitation. Involves high degree of skill.

MECHANISM

Performs the act habitually with some degree of confidence. Involves increased efficiency.

GUIDED RESPONSE

Performs the action under supervision through imitation or trial and error. Involves practice.

SET

Becomes ready to act mentally, physically, and emotionally.

PERCEPTION

Becomes aware of the action to be performed through sensory stimulation. Involves observing to recognize and relate to action.

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[1] Adapted from Simpson, Elizabeth Jane. "The Classification of Educational Objectives Psychomotor Domain," Illinois' Teacher of Home Economics, Vol. X, No. 4, Winter, 1966-67. pp. 110-144.

SUGGESTIONS FOR TEACHING CVAE STUDENTS

The following suggestions for teaching CVAE students have been made by experienced CVAE teachers:

Presenting Information

1. Handout sheets are more effective if key ideas are illustrated and the information is broken down into simple, meaningful steps which serve as aids to the slow reader.
2. Short phrases and sentences are more effective for learning materials than lengthy or detailed information.
3. Students and parents may serve as resource persons for class activities. This may be useful as a motivating technique. For example, a parent who is employed at a drycleaning or laundry establishment could explain his job responsibilities to the class.
4. Former students' experiences may be utilized through taped interviews and pictures of students on the job. Hearing or seeing a success story may help the student understand how he will benefit from the CVAE program.
5. Visits to training stations of cooperative CVAE students provide students with an opportunity to see an actual job setting and to become familiar with available jobs.
6. Mirromatics (mirrors placed around the room) may provide motivation in grooming and posture.
7. Repetition is a necessary technique; however, the teacher should use a variety of learning experiences to present each concept.
8. Resource people who can explain procedures in simple terms should be used whenever possible.
9. Field trips can be a motivating tool, if well planned. The student should be given information or a check sheet on points to observe. Knowing what to expect enables the student to drive maximum benefit from the experience.
10. Samples of projects can be prepared in advance for use in teaching students how to construct or prepare the item. These are most effective when broken down into steps with a sample for each step. Samples need to be the actual size to be produced in class, since students may not be able to transfer what is seen from scale models.
11. When reading level is suitable, articles from newspapers, magazines, and pamphlets may be used to present information.
12. Tapes can be used to present panel discussions, interviews, or other information when resource persons cannot attend class.

Involving Students

1. Pictures or slides of students involved in class activities may encourage self-evaluation and serve as a motivating factor. Students often see positive or negative behavior in pictures better than when they actually occur.

2. Variety in activities helps maintain the student's interest level. Alternate activities which involve movement with those which do not. Also alternate group work with individual work.

3. Tape recording a lab without the student's knowledge gives students the opportunity to evaluate themselves at a later time.

4. Rewarding the students immediately for their successes provides necessary reinforcement. A reward might be as simple as, "That's good work. I'm proud of you."

5. Lesson plans should provide more than enough activities for the entire class period.

6. Assignments for tasks should be specific, and if they are of a daily nature, a rotation chart should be utilized to insure that each student has the opportunity to perform all tasks.

7. Physical involvement is always a part of lab situation; however, the teacher should provide for physical involvement of students during all phases of the CVAE program. Examples: Use students as aides during demonstrations; allow students to set up audio-visual equipment; provide games for students to play that would serve as reinforcement for learning or as evaluation.

8. An activity should be repeated if students show an interest in doing so and repetition is justifiable.

9. Students should be given opportunities to arrange bulletin boards and "dress" display windows using their projects.

10. Simulated experiences provide learning which can be transferred to actual situations.

11. A "wishing well" for student wishes or a "druthers" box may be used to provide additional opportunities for communication between students and teacher.

12. Magazine illustrations can be used effectively to inspire discussion.

13. Students should be encouraged to present class demonstrations whenever possible.

Using Group Work

1. Class activities maybe integrated with overall school projects. Examples: enter a contest the school is sponsoring; press choir robes; help with stage decorating; place pictures and articles in the school newspaper.
2. Class projects may be chosen which benefit the school, such as making jumpers for P. E. classes, patching shop aprons, sewing cushions for teacher's chairs. Assembly line techniques should be used in such projects whenever possible.
3. Special events such as socials, field trips, or special privileges maybe planned as class rewards.
4. A system of rewards may be developed for CVAE students. Tokens or points may be collected which will allow the student to obtain special privileges, tickets to school events, concessions, etc.

Using Visual Aids

1. Students should be encouraged to produce some of the visuals for class. Provide the necessary materials for making the visuals.
2. Students may be allowed to set up audio-visual equipment on a rotation basis. Set aside a time to demonstrate the operation of audio-visual equipment.
3. If the exact script is read along with filmstrips, students may have a tendency to become bored. Hit the major ideas and dispense with the rest. Pause for student questions during the filmstrip, as needed.
4. Students enjoy hearing their own voices on tape. Make use of tapes during role play, practice interviews, etc. Tapes may be saved and played again later to show progress.
5. Transparencies are particularly helpful in working with the problem reader. Through the use of overlays, material can be easily broken down into segments.
6. Flash cards are an effective method of reviewing terminology related to equipment and tools.
7. Flip charts showing step-by-step procedures are helpful even to the teacher who finds herself giving the same directions repeatedly.
8. Filmstrips are often more effective than films because concepts can be discussed and explained during filmstrips.

9. In grading written assignments, be sure to acknowledge correct answers as well as incorrect answers.

10. When self-evaluation is utilized, a comparison with the teacher's evaluation is beneficial and encourages honesty and objectivity.

11. The student's attendance during each grading period should be evaluated as a part of his pre-employment training.

12. Smile and frown symbols indicating correct and incorrect responses may be used to evaluate the students. Use of such symbols may be less negative and more easily understood than other methods of rating.

13. Check lists, rating scales, and questionnaires can be used by students for self-evaluation.

Managing the CVAE Classroom

1. A student management system may be planned cooperatively with students. Job designations such as supervisor, equipment manager, inspector, and others may be made.

2. Plan a regular classroom routine and try not to vary from it.

3. The CVAE classroom should be operated as if were a business. Students might even be expected to punch a time clock and be responsible for their use of break time.

4. All directions should be stated in simple terms.

5. Laboratory experiences should be broken into simple steps.

6. Extra activities and projects should be provided for faster students.

7. Students should have a definite place to keep their personal materials such as paper, pencils, and notebooks.

8. Definite instructions must be given for using money box for cash receipts from projects.

9. Parent permission slips for field trips or other outside activities should be used to keep parents informed of such activities.

CONCEPTUAL FRAMEWORK

FOR

CVAE FOOD SERVICES

I. ORIENTATION TO CVAE FOOD SERVICES

   A. CVAE Food Services

   B. Job Opportunities in Food Services

      1. Types of Food Service Establishments
      2. Positions Available

II. Major Equipment for Commercial Food Production

   A. Cleaning and Disposal Equipment

      1. Commercial Dishwasher
      2. Garbage Disposal and Rinse Sink
      3. Pot and Pan Sink

   B. Beverage Equipment

      1. Coffee Brewer
      2. Tea Urn
      3. Cold Drink Dispenser
      4. Ice Maker
      5. Malt Mixer
      6. Soft Ice Cream Machine

   C. Toasters

      1. Individual
      2. Conveyer
      3. Waffle Iron

   D. Cutting Equipment

      1. Food Slicer
      2. Food Cutter or Chopper

   E. Mixing Equipment

      1. Food Mixer
      2. Blender

F. Surface Cooking Equipment

1. Range Top
2. Griddle
3. Deep-fat Fryer
4. Electric Fry Pan
5. Broiler
6. Hood and Fan

G. Ovens

1. Range Oven
2. Convection Oven
3. Microwave Oven

H. Steaming Equipment

1. Pressure Sauce Pan
2. Steamer
3. Steam Jacketed Kettle

I. Food Preparation Stations

1. Salad Station Unit
2. Sandwich Station
3. Baker's Table

J. Holding and Serving Equipment

1. Hot
2. Cold

K. Cold Storage Equipment

1. Refrigerators
2. Freezers

III. SMALL EQUIPMENT FOR COMMERCIAL FOOD PRODUCTION

A. Hand Utensils

1. Mixing Bowls
2. Mixing Spoons
    a. Solid
    b. Perforated or slotted
3. Rotary Beater
4. Wire Wisk Beater
5. Spatulas and Turners
    a. Bowl Scraper
    b. Narrow-blade spatula

        - c. Wide-blade spatula
        - d. Spreader
        - e. Hamburger turner
        - f. Spatula turner
    - 6. Tongs
    - 7. Colander
    - 8. Funnel
    - 9. Flour Sieve
    - 10. Shakers
    - 11. Pastry Board
    - 12. Rolling Pin
    - 13. Pastry Wheel
    - 14. Brushes
        - a. Pastry
        - b. Vegetable
        - c. Pot
    - 15. Thermometers
        - a. Candy and frying
        - b. Meat and oven
    - 16. Timer
    - 17. Cooling Racks
    - 18. Molds

B. Cutting Equipment

    1. Cutting Board
    2. Knives and Cutting Devices
        - a. Boning knife (flexible, stiff)
        - b. French knife
        - c. Paring knife
        - d. Slicer, ham and meat
        - e. Electric slicing knife
        - f. Peeler
        - g. Kitchen shears
        - h. Salad master
        - i. Potato cutter
        - j. Egg slicer
        - k. Butter slicer
    3. Sharpener Steel
    4. Cutlery Rack

C. Can Openers

D. Measuring Equipment

    1. Graduated Measures
    2. Measuring Spoons
    3. Scales

E. Pots and Pans

1. Baker Pans
2. Bun and Sheet Pans
3. Cake Pans
4. Muffin Pans
5. Pie Pans
6. Pizza Pans
7. Roast Pans
8. Sauce Pans
9. Double Boiler
10. Utility or Dish Pan

F. Decorating Equipment

1. Pastry Bag
2. Tube Set
3. Cookie Press

G. Serving Equipment

1. Serving Utensils
   a. Serving Spoons
   b. Serving Fork
   c. Tongs
   d. Ladles (dipper, flat)
   e. Scoops
   f. Dippers
   g. Pie marker
   h. Pie server

2. Trays and Carts
   a. Compartment or serving tray
   b. Utility cart
   c. Silverware
   d. Holding cart

3. Tableware
   a. Dinnerware
   b. Flatware
   c. Glassware

4. Condiment Containers and Dispensers
   a. Salt and pepper shakers
   b. Sugar bowls
   c. Syrup pitchers
   d. Vinegar and oil cruets
   e. Salad-dressing dispensers
   f. Napkin, straw, and toothpick dispensers

5. Beverage Containers
   a. Beverage servers
   b. Pitchers

H. Linens

    1. Table cloths
    2. Placemats
    3. Napkins
    4. Dishcloths
    5. Dish towels

I. Small Cleaning Equipment

    1. Pot Brush
    2. Brooms
        a. Push
        b. Upright
    3. Dustpan
    4. Mops
    5. Scrub brush
    6. Buckets
    7. Laundry Baskets

IV. SANITATION

A. Legal Aspects of Sanitation

B. Personal Sanitation

C. Sanitation in Food Handling

D. Sanitation of Physical Facilities

E. Sanitary Dishwashing Procedures

V. SAFETY

A. Precautions

B. Emergency Procedures

VI. Receiving, Storing, Issuing

VII. Food Production

A. Factors Determining Quality

B. Food Preparation Techniques

    1. Terms
    2. Measures and Equivalents
    3. Recipes

C. Production Techniques

D. Quantity Cookery

1. Beverages
2. Sandwiches
3. Salads and Salad Dressings
4. Vegetables and Fruits
5. Sauces, Gravies, and Soups
6. Breads
7. Desserts
8. Cereals and Pasta
9. Meats, Poultry, and Seafood
10. Eggs
11. Cheeses
12. Spicing and Flavoring
13. Garnishes and Appetizers

E. Portioning Techniques

F. Convenience Foods

VIII. CUSTOMER SERVICE TECHNIQUES

A. Preparing the Table

B. Meeting the Public

C. Serving Guests

D. Bussing

E. Handling Money

SECTION TWO

INSTRUCTIONAL MATERIALS

CONCEPT: Orientation to CVAE Food Services

JUSTIFICATION:

To be prepared to seek employment most suited to his individual skills and abilities, the student needs to be aware of the various job opportunities in food service. He should also be aware of the tasks or duties performed in various positions. This knowledge will enable the student to select from available jobs a job suitable for his skills and interests.

OVERALL OBJECTIVES:

Relate class activities in CVAE Food Services to the world of work (C-Ap)

Pursue information on food service jobs available in the community (A-Rec)

Explain the relationship of the skills to be learned in CVAE Food Services to those required in specific jobs (C-C)

CVAE Food Services

KEY IDEAS: CVAE Food Services helps the student to acquire basic skills needed for employment.

CVAE Food Services gives the student experience with equipment used in food-service jobs.

Laboratory experiences in CVAE Food Services acquaint the student with situations similar to those he would encounter in actual job experiences.

Knowledge of rules to be followed in a food-service establishment contributes to employability and to formation of good work habits.

WORDS TO KNOW:

food service
laboratory
skills
procedures
duties
equipment
station
preparation

Behavioral Objectives	Learning and Evaluation Experiences
Cite the purposes of CVAE Food Services (C-K)	List the purposes of CVAE Food Services as outlined by the teacher. Name five purposes of CVAE Food Services.
Cite class routine for CVAE Food Services (C-K)	Listen as teacher describe the class routine to be followed in CVAE Food Services. Where should you place your personal belongings when you come to class? What are you expected to bring to class? How will roll be taken? How will you determine your duties each week? How long before the end of class should you begin straightening up the room?
List rules to be observed in CVAE Food Services (C-K)	Study a handout sheet on rules to be observed in CVAE Food Services. What safety and sanitation rules are to be observed? What procedures are to be used in checking out books? What rules apply to student conduct?
List skills to be learned in CVAE Food Services (C-K)	Watch a slide story on skills to be learned in CVAE Food Services. What types of laboratory experiences are carried out in CVAE Food Services?

Behavioral Objectives	Learning and Evaluation Experiences
Identify classroom equipment and facilities for CVAE Food Services (C-K)	Tour the food service lab to become familiar with the physical arrangement of the classroom. Use a labeled diagram of the classroom to locate equipment, storage areas, and facilities used for CVAE Food Services. Listen as the teacher explains the uses for each area. Where are clean aprons kept and put on? Where are dirty aprons placed? Locate the following areas: customer service area; food preparation stations, including beverage station, bakery station, and cook's station's; clean-up stations, including pot sink, dishwasher, garbage disposal; storage areas, including refrigerator, freezer, and pantry; and bathroom facilities.
Accept food-service laboratory regulations (A-V)	Brainstorm to give reasons for specific rules observed in a food-service establishment. Observe rules in the CVAE Food Service laboratory willingly throughout the year.

Job Opportunities In Food Service

KEY IDEAS:

Food service is one of the largest industries in the United States.

Employment is available in various types of food-service establishments.

Employees with qualities desired by food service managers are more likely to succeed than employees without these qualities.

Each food service employee must perform specific duties.

Employment in food service may be a rewarding experience.

WORDS TO KNOW:

- restaurant
- lunch counter
- snack bar
- drive-in
- mobile food unit
- cafeteria
- vending machine
- institutional food service
- catering company
- travel food service
- food services manager
- chef
- first cook
- second cook
- fry- or short-order cook
- vegetable cook
- cook's helper
- salad maker
- sandwich maker
- baker
- baker's helper
- dishwasher
- potwasher
- purchasing agent
- maitre d'
- host
- hostess
- head waiter
- head waitress
- waiter
- waitress
- busboy
- busgirl
- cashier
- dietitian
- cleaning and maintenance
- attitude
- dependable
- cooperative
- initiative
- artistic ability

Behavioral Objectives	Learning and Evaluation Experiences
Name the types of food-service establishments (C-K)	Study the yellow pages in the telephone directory to identify various types of food-service establishments such as restaurants, lunch counters or snack bars, drive-ins, mobile food units, cafeterias, vending machine companies, insitutional food services, catering companies, and travel food services. Brainstorm to list types not in the telephone directory. Listen as the teacher describes any types not mentioned.
List characteristics of each type of food-service establishment (C-K)	Brainstorm to list characteristics of each type of food-service establishment. Where is food served? How is it served? What type of atmosphere may it have?

Behavioral Objectives	Learning and Evaluation Experiences
Describe specific types of food-service establishments (C-C)	Divide into small groups. Draw a card describing a type of food-service establishment. Work together to develop a pantomime on that type of food service. Perform the pantomime while other groups try to guess the type of establishment portrayed. The group guessing the most correctly may have a special privilege.
Name jobs available in food service (C-K)	Study the "help wanted" ads in a large newspaper to identify jobs available in food service. List jobs available.
	Collect pictures illustrating jobs available in food service. Use the pictures to make a bulletin board display.
	Try to find the food service jobs available in the word puzzle. (See p. 34.)
List duties of specific food-service employees (C-K)	Visit a food-service establishment to learn the names of positions available. Listen to descriptions of the duties of each employee.
	Listen as recent CVAE graduates describe their jobs in food-service establishments. To whom is each responsible? What are the duties of each?
	Listen as the instructor describes the duties to be performed by each person in the food-service lab. Refer to the list of duties as needed when you are assigned specific jobs. (See sample on p. 35.)
Explain duties of specific food-service employees (C-C)	Divide into groups of four. Write the titles of food-service employees on 3 by 5 in. cards. Shuffle the cards. Deal each player five cards. Place remaining cards in center of table to form draw pile.

Behavioral Objectives	Learning and Evaluation Experiences
	Turn top card face up to start discard pile. To play, player to right of dealer places one card face up on table and describes the duties of that employee. If he does so to the satisfaction of the other players, he also discards one card from his hand. If he cannot describe the duties of the food-service employee named on the card played, he must place the card back in his hand and draw another card as well. The first player to get rid of all cards in his hand wins. Continue until only one player is left. Play several rounds until most of the food-service cards have been used at least once.
List qualities needed by a food-service employee (C-K)	Listen to a panel of food-service employers, such as school lunchroom supervisor, restaurant manager, cafeteria manager, and drive-in manager discuss qualities they look for in employees. Brainstorm to give reasons a food-service employer might look for an employee with each of the following qualities: good attitude, dependability, cooperativeness, willingness to work, initiative, cleanliness, interest in food service, artistic ability, good health, stick-to-itiveness.
Explain the qualities needed by food-service employees (C-C)	Listen to a description of a food-service employee (emphasizing one good quality or bad quality). Discuss the quality. Is it a good or a bad quality? Why? Would an employer look for this quality? Why or why not?
Show personal qualities needed by food-service employees (C-Ap)	Use a checklist to rate yourself on personal qualities needed by food-service employees. (See p. 38.) Try to think of ways to eliminate any poor qualities. Put your plan into action.

Behavioral Objectives	Learning and Evaluation Experiences
Determine advantages and disadvantages of jobs in food service (C-An)	Brainstorm to list advantages and disadvantages of food-service jobs. (Advantages include compliments from clientele or management, chance to be creative. Disadvantages include working on holidays and weekends, long hours, and shift work.)

FIND A JOB IN FOOD SERVICE

DIRECTIONS: Find the names of food-service jobs listed below in this word-search game. Names of jobs may be spelled vertically or horizontally. Circle each name located.

F	O	O	D	S	E	R	V	I	C	E	S	M	A	N	A	G	E	R
A	Z	T	I	U	M	R	O	C	H	O	S	T	E	S	S	T	V	N
B	W	V	S	T	O	C	E	T	E	B	S	M	R	K	N	P	E	U
A	A	N	H	L	I	Q	Z	X	F	R	Y	C	O	O	K	U	G	P
K	I	Q	W	A	I	T	E	R	T	X	Z	O	I	T	U	R	E	U
E	T	S	A	N	D	W	I	C	H	M	A	K	E	R	Z	C	T	O
R	R	T	S	E	C	O	N	D	C	O	O	K	T	U	N	H	A	K
S	E	U	H	O	S	T	Z	G	O	B	U	S	B	O	Y	A	B	U
H	S	O	E	A	G	D	C	R	U	A	H	T	U	N	P	S	L	O
E	S	P	R	H	B	F	I	I	T	K	L	K	S	M	O	I	E	K
L	C	O	O	K	S	H	E	L	P	E	R	N	G	Q	T	N	C	A
P	A	K	E	R	S	E	J	L	U	R	T	R	I	S	W	G	O	S
E	S	T	D	E	A	Z	Y	M	Q	U	X	C	R	D	A	A	O	O
R	H	E	C	G	F	B	C	A	A	F	I	V	L	U	S	G	K	U
D	I	E	T	I	T	I	A	N	G	B	H	E	V	W	H	E	Z	S
V	U	B	H	E	S	D	S	E	R	T	O	C	O	K	E	N	U	B
R	R	O	S	A	L	A	D	M	A	K	E	R	A	T	R	T	R	S

WORDS TO LOCATE:

food-services manager
chef
second cook
fry cook
grillman
vegetable cook
cook's helper
salad maker
sandwich maker
baker
baker's helper
dishwasher
potwasher
purchasing agent
host
hostess
waiter
waitress
bus boy
bus girl
cashier
dietitian

DUTIES OF FOOD SERVICE EMPLOYEES

Food Services Manager:

Supervises food preparation and service, employees, maintenance.
Orders equipment.
Checks on food cost.
Trains new employees.
Supervises kitchen.
Plans and writes menus.
Purchases supplies
Makes out work schedules.

Chef:

Develops new recipes.
Trains other food preparation workers.
Supervises product delivery.
Makes sure that all food served meets standards of establishment.

Second Cook:

Prepares stocks, soups, and related dishes.
Prepares boiled, stewed, braised, creamed, and special "a la carte" dishes.

Fry Cook:

Does deep-fat frying.
Prepares eggs, fritters, omelettes, pancakes, and all fried items.

Vegetable Cook:

Cleans all vegetables.
Does pre-preparation and preparation of all vegetables.

Cook's Helper:

Assists all cooks in preparing and serving food.

Salad Maker:

Prepares all salads (tossed, chef's, gelatin, etc.).
Makes sandwiches as orders come in.
Prepares fillings and dressings.

Baker:

Supervises production of all breads, rolls, muffins, as required by the menu.

Baker's Helper:

Assists baker in preparation of breads.

Dishwasher:

Keeps glasses, silverware, and plates clean.

Potwasher:

Cleans pots and pans.

Purchasing Agent:

Orders food.
Receives and inspects food.
Stores food.
Distributes food as needed.

Host or Hostess:

Supervises dining room before serving hours.
Welcomes and seats the guests.
Offers a pleasant good-bye as guests leave.
Supervises dining room during serving hours.
Handles guests' complaints.
Supervises closing of dining room.

Waiter or Waitress:

Helps to set up tables.
Takes the orders.
Assembles the orders.
Serves the meal.
Presents the guest with the check.
Performs closing duties.

Busboy or Busgirl:

Assists the waiters and waitresses.
Assists in setting up the tables.
Fills and refills water glasses and pitchers.
Removes all tableware after a meal.
Keeps side stands supplied with linen and silverware.
Replenishes supplies for coffee station.
Resets tables after each patron or group has left.
Performs light-housekeeping tasks.

Cashier:

Verifies cash on hand.
Sets up change banks.
Checks menu.
Receives payment from guest.
Proves cash.

Dietitian:

Plans menus with nutritional aspects uppermost in mind.
May supervise food preparation.
Responsible for client health care in the field of nutrition.

HOW DO YOU MEASURE UP?

PART I	Very Good	Fair	Not so Good
Appearance			
A. Clean Clothes			
B. Simplicity in dress			
C. Neat, well pressed clothes			
D. Clean shoes			
E. Simple jewelry			
F. No body odor			
G. Well kept nails			
H. Clean hands			
I. Clean hair - well groomed			
J. Clean teeth			
K. Close shave or conservative makeup			
L. Moderate use of fragrances			
PART II			
Conduct			
A. Manners and poise			
B. Courtesy			
C. Self-confidence			
D. Attitude			
E. Sincerity			
F. Cooperativeness			
G. Honesty			
H. Dependability			

PART III

Mental Characteristics

	Very Good	Fair	Not so Good
A. Concentration			
B. Persistence			
C. Keep record of correct names and addresses of former employers			
D. Accuracy of information on previous education and experience			
E. Correct information on persons giving references			

CONCEPT: Major Equipment for Commercial Food Production

JUSTIFICATION:

Because of the variety of food service establishments, a knowledge of general and specialized cooking equipment is needed to become a skilled and successful food service employee. Major equipment represents a large monetary investment; and therefore, students desiring employment as a food service employee should learn the proper use and care of equipment. If equipment is used and maintained properly, it can be expected to give good performance for many years.

OVERALL OBJECTIVES:

Follow correct procedures for the operation and care of major equipment (P-GR)

Perform assigned tasks involving operation and care of major equipment (P-M)

Apply safety measures in the use and care of major equipment (C-Ap)

Exhibit use of safe procedures for using and caring for the major equipment (A-V)

Cleaning and Disposal Equipment

KEY IDEAS: Properly operating dishwashing and warewashing equipment is vital to the food service industry.

If the proper techniques are used in operation and care, dishwashing and warewashing equipment will give more satisfactory and longer lasting service.

WORDS TO KNOW:

tank
curtain
scrap tray
garbage disposal
soap dispenser electrodes
wash arms
rinse jets
water fountain
splash trough and covers
drain
dish racks
dish detergent
water softener
presoak
power spray
overflow pipe

Behavioral Objectives	Learning and Evaluation Experiences
Identify major cleaning equipment in a commercial kitchen (C-K)	View pictures or transparencies of the various commercial dishwashers. Note whether baskets or racks are used with each. Identify the type dishwashing machine available in the food-service lab. View the disposal unit. How does it differ from a disposal unit installed in a home? Observe the pot sink. How does it differ from a regular sink? What tasks are performed at the pot sink? Is any food preparation ever done here?
Explain factors that influence location of cleaning equipment (C-C)	View transparencies of layouts of commercial kitchen equipment. Point out the location of the dish machine, disposal, and pot sink in the food-service lab. Illustrate the proper location of equipment by drawing lines on the transparency to indicate traffic patterns of the following: customers disposing of trays in cafeteria service; bus boys disposing of trays in regular service; employees scraping plates; cooks taking pots from serving area or food preparation area to pot sink.

Behavioral Objectives	Learning and Evaluation Experiences
	Discuss where the pot sink should be located. Note the weight of large pots and the heat from the range as well as from the hot water.
Cite the major parts of the commercial dishwasher and describe how it operates (C-K)	Watch the operation of the commercial dishwasher as a cafeteria worker loads and operates it. Note the major parts of the dishwashing machine and how they operate.
	View a film on the operation of a commercial dishwasher. Discuss the following points from the film. How does the dishwasher sanitize dishes? What type of detergent is used in the machine? Why are drying agents used? What things about the use of hot water are important to remember?
	Watch as the instructor tapes a label to each dishwasher part. Pronounce the name of each part. After the instructor removes the label from three parts, try to name them aloud. The instructor will remove more labels in groups of three until all parts are without a label. Can you name each part?
Describe the purpose for the major parts of the dishwasher (C-C)	Choose from a stack of cards a card which lists the purpose of one part of the commercial dishwasher. Read the purpose to the class and allow class members to guess what part of the dishwasher you are describing. (See p. 47.)
State procedures for safe operation of the dishwasher (C-K)	Listen while a resource person, such as a cafeteria supervisor, gives a talk and demonstration on safety in the use of the dishwasher. Note how dishes are racked. What causes the water pressure to be too low? Name the three cycles of the dish machine.

Behavioral Objectives	Learning and Evaluation Experiences
	Listen to a tape recording of interviews with dishwasher operators on safe operation of dishwashers. Note the precautions they feel are important.
Carryout the procedure for operation of the dishwasher under supervision (P-GR)	Work with a partner to rack dishes, add measured amount of detergent, and adjust controls.
	Work with your partner to load the machine and start the controls; remove the dish rack; inspect dishes for complete food removal; load dishes onto cart or tray and return them to their proper place of storage.
	Draw a card listing the dishes or utensils you are to wash. Wash them correctly in the dishwasher under supervision of a "Certified Dishwasher Operator."
List procedure for cleaning the dishwashing machine (C-K)	Watch a demonstration of the procedure to follow in cleaning the dishwasher located in the lab. Note the following information. Why is it important to turn the heater off before cleaning? Are the curtains cleaned while hanging or are they removed from the machine? Must the arms be removed for cleaning? What is the best tool for removing particles from the openings on the arms? What method is used for cleaning the scrap trays? How can the inside of the dishwasher be reached for cleaning? Why are the drain cap and overflow vent the last items to be cleaned?
Illustrate the procedure for cleaning the dishwashing machine (C-C)	Prepare a step-by-step illustrated chart for cleaning the dishwashing machine. Hang the chart near the dishwashing machine.

Behavioral Objectives	Learning and Evaluation Experiences
Demonstrate the proper techniques for cleaning the dishwashing machine (C-Ap)	Choose from a group of cards one portion of the dishwashing machine to clean. The teacher will inspect each portion. Examples: curtains, wash and rinse arms, rinse-jet pipes, scrap tray, drain, overflow pipe.
Determine the advantages of using a dishwashing machine instead of the hand method (C-An)	Take part in a lab where the total clean-up is done by hand. Time the lab. Prepare the same menu again, this time using the dishwasher to clean up. Time the lab; compare the time required for clean-up in the two labs.
Examine dish rack loads for proper loading (C-An)	Check sample loads and rate them according to the following points: overloaded, underloaded, water can reach all surfaces of dishes; dishes positioned so they won't hold water; silverware loaded in cylinders with handles down.
Improve ability to operate the dishwasher (P-M)	Demonstrate operation of the dishwashing machine. After successfully demonstrating operation and cleaning the dishwashing machine, you will receive a "Certified Dishwashing Operator's Certificate." Run the dishwasher during lab according to a rotating lab chart. Clean the dishwasher after each day's use.
Cite proper procedure for operation of the disposal (C-K)	Note a demonstration by the instructor on proper use of the commercial disposal and rinse sinks. Answer the following questions. What two factors are absolutely necessary for proper operation of the disposal? Why should the disposal be filled before starting the motor? Who is responsible for keeping the counter section clean? What waste items must not be put down the disposal?
Illustrate safety measures for disposal use (C-C)	Prepare a chart listing safety rules or prepare comic posters to be displayed by the disposal each week.

Behavioral Objectives	Learning and Evaluation Experiences
Adjust disposal for use (P-S)	Locate the cold water faucet and the switch for turning on the disposal.
Follow correct procedures for operating the disposal (P-GR)	Operate the disposal during food preparation. Ask the instructor about disposing of waste you are unsure about.
Determine measures to take in emergency situations (C-An)	Indicate what to do in the following situations: money falls into disposal; water is leaking from the seal; the disposal is jammed.
Execute proper techniques for operating the disposal (P-M)	Maintain the disposal work station during lab without the aide of the instructor.
Name the parts of the pot and pan sink (C-K)	View a transparency of the pot and pan sink or the actual sink in the laboratory as the teacher labels each section.
Explain the use of each section of the sink (C-C)	Listen to pot-and-pan-washing procedures. Where are each of the following procedures done: soaking, washing, rinsing, sanitizing if there are two sinks, three sinks. How can the fill line be marked? What is the purpose of the booster heater?
Cite steps in cleaning the pot and pan sink (C-K)	Watch a demonstration by the teacher on techniques for cutting grease build-up in the pot and pan sink, removing waste from the drain, and cleaning water spots from stainless steel.
Explain the techniques for cleaning the pot and pan sink (C-C)	Role play the part of a food service supervisor who is explaining techniques in cleaning the pot and pan sink to a new employee.
Practice proper techniques for using and cleaning the pot and pan sink (P-GR)	Carry out the duties of the pot and pan washer during a regular lab. A student supervisor will check the sink for cleanliness when you are finished.

PARTS OF THE DISHWASHER

Wash arms- sprays soapy hot water over the dishes and utnesils.

Rinse jets- sprays dishes with clear hot water to sanitize them.

Scrap tray- collects bits of food from the dishes and utensils.

Detergent reservoir- holds extra detergent which is added automatically to the wash water in some dishwashers.

Curtains- Keep the water from spraying outside the dishwasher.

Racks- hold the dishes and utensils.

Heater- heats water to high enough temperature (180-195°) for final rinse.

Beverage Equipment

KEY IDEAS:

Tasty tea and coffee are dependent upon properly cleaned equipment, properly measured tea or coffee, and use of correct procedures for operating the coffee and tea makers.

Cold drink dispensers provide high-volume service of carbonated beverages.

Sanitation in beverage preparation and dispensing is dependent upon knowledge of exact procedures for cleaning and operating the commercial beverage machines.

Following procedures for use and care of the icemaker is essential to prevent off-flavor ice and to meet sanitary and safety standards.

WORDS TO KNOW:

beverage
filter
grounds
deposits
drip grind
regular grind
fine grind
bitter
over extraction
film
tannin
caffein
carbon dioxide
syrup
cups
drink head
syrup containers
carbonater pump
dispense
drip tray
drink release
ice (cubes, crushed or chipped)
ice scoop
ice bucket
sanitizing solution
drain
spindle
speed switch
malt cup
cup adjuster
malt
spigot
shake
cone
soft ice cream
dipped
hopper or mix reservoir
On-Off switch
speed control switch
dispense
draw gate
lever
dasher
danger light
drip tray or bucket
sterilize

Behavioral Objectives	Learning and Evaluation Experiences
Identify the coffee urn (C-K)	View pictures of the urn, automatic brewer. and vacuum coffeemaker. Name the type available in the lab. Select pictures of various coffee makers from commercial equipment catalogs. Cut them out to make a poster. Label each type.
Name the essential parts of the coffeemaker (C-K)	Point to the major parts of the coffeemaker as the teacher identifies each. Examples: On and Off control, spout or spigot, heating elements, glass tube, and storage section.

Behavioral Objectives	Learning and Evaluation Experiences
	View a transparency of the model coffeemaker available in the food-service lab. Name the parts as the teacher points to them. (See p. 54.)
List safe and sanitary procedures for operating the coffeemaker (C-K)	View a film or filmstrip on the operation of the coffeemaker. Note the following. If the coffeemaker is the type which requires the transfer of hot water from one portion of the urn to another, what precaution should be taken to prevent burns? Why is the cloth coffee-filter bag soaked in warm water before filling it with ground coffee? Why must a constant temperature be maintained? Why should the faucet be tagged with a warning when a cleaning solution is in the coffeemaker?
Give examples of safe and sanitary procedures for using the coffeemaker (C-C)	Take part in a "magic circle" by naming a sanitary or safety precaution to use in operating and storing the coffeemaker. Examples: storing cloth filter bags for coffeemaker in cold water, unplugging coffeemaker if there is a spill over. (Only those who can continue to name a precaution can remain in the circle.)
List procedures for thorough cleaning of the coffeemaker (C-K)	Observe procedures for cleaning coffeemakers between batches, at the end of the day, semi-weekly. (See the manual of instructions for your particular coffeemaker.) Note: Are soaps, scouring powders, or abrasives ever used to clean coffee brewing equipment? What tool must be used to clean the gauge glass? Why is thorough rinsing important after cleaning a coffeemaker? Why is coffeemaker left half full of fresh water?
	Observe snack bar workers as they clean and polish the beverage equipment.
Illustrate procedures for cleaning the coffeemaker (C-C)	Prepare a flip chart describing procedures to follow in cleaning the coffeemaker.

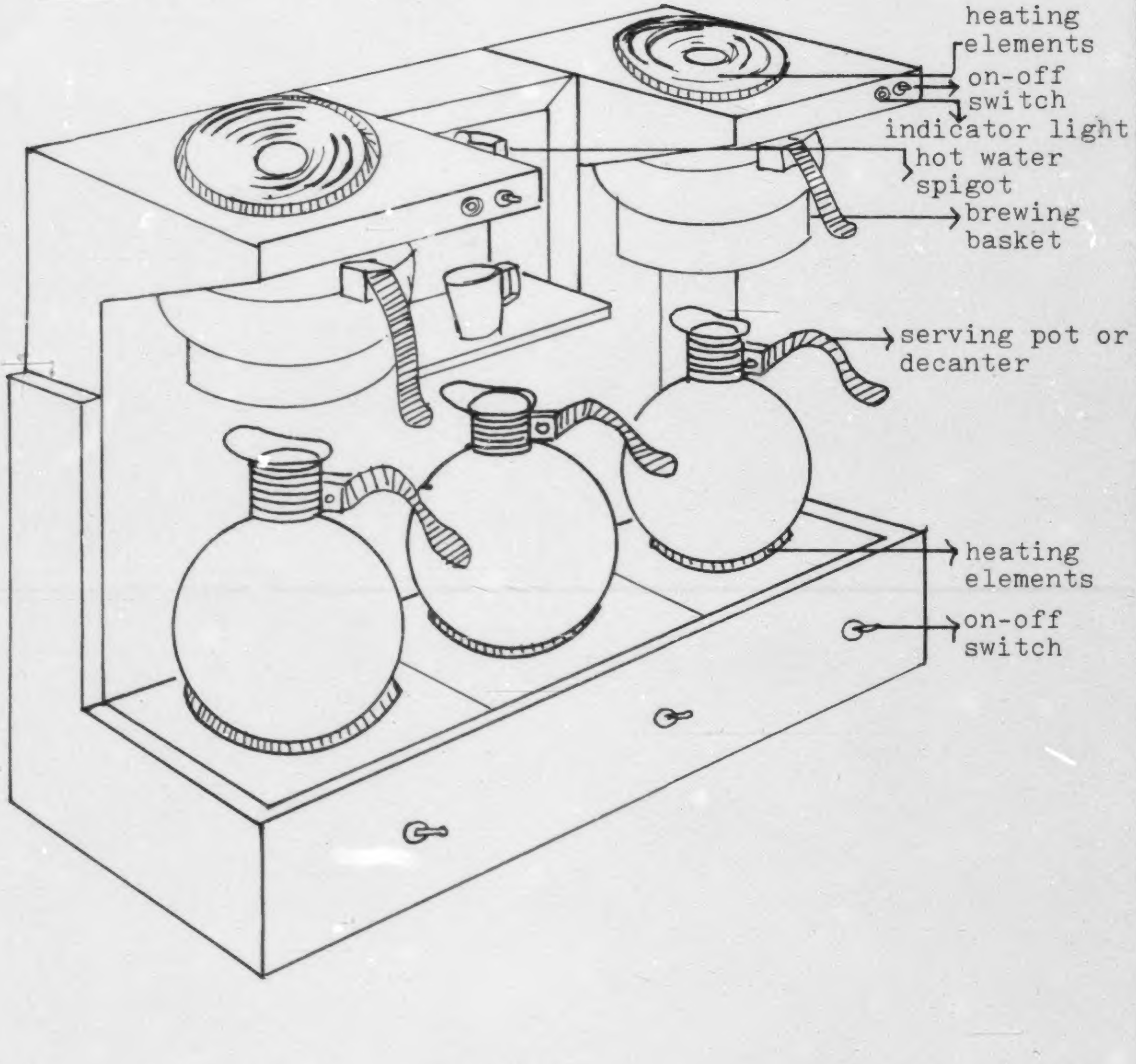
Behavioral Objectives	Learning and Evaluation Experiences
Carry out procedures for proper operation and cleaning of beverage equipment (P-GR)	Prepare coffee for classmates' "coffee breaks" or begin a daily coffee service for teachers, office workers, and custodians. Clean the equipment, and have the teacher check your work.
Improve efficiency in operating the coffeemaker (P-M)	Operate coffeemakers during labs, and serve coffee according to a rotation chart. Make additional coffee when needed without being told by the teacher.
Determine the condition in which the coffeemaker was stored (C-An)	Act as a supervisor and check the condition of the coffeemaker. Tape a face showing either a smile or a frown on the clean or unclean area. Allow the other students to have a "treasure hunt" to see if all parts were cleaned properly.
Identify the tea urn (C-K)	View pictures of various types of tea urns. Name the type available in the food-service lab.
Name the parts of the tea urn (C-K)	View the tea urn as the teacher identifies each major part. Then name each part yourself.
List the procedures for using the tea urn properly (C-K)	Observe a demonstration by the teacher on the steps to follow in preparing tea in the urn. (See p. 246.)
Describe the steps in using the tea urn (C-C)	Explain to the class each step in preparing tea in quantity.
Carry out procedure for using the tea urn (P-GR)	Prepare brewed tea in the urn; prepare instant tea. Compare the time involved in each procedure and the flavor of both types of tea.
List the procedure for cleaning the tea urn (C-K)	View a demonstration on procedures for cleaning the tea urn. Note the following. Why is the container flushed with clear water? What types of cleaner are used? Why must the faucet be dismantled and cleaned each time? Is the urn towel dried or air dried?

Behavioral Objectives	Learning and Evaluation Experiences
Illustrate the procedure for cleaning the tea urn (C-C)	Prepare a flip chart indicating procedures to follow in cleaning the tea urn.
Practice cleaning the tea urn (P-GR)	Clean the urn after daily use; delime the urn each week. Ask the teacher to check your procedures.
Maintain the tea urn (P-M)	Keep the urn fresh and free from deposits by cleaning after each use.
Identify cold-beverage dispensing machines (C-K)	View transparencies or pictures of cold-beverage dispensing machines found in commercial food service equipment catalogues. Examples: milk dispensers, recirculating fruit juice dispensers; non-circulating fruit juice dispensers; soft ice cream and malt machines. (See pp. 55-57.)
List procedures for operating and cleaning cold-beverage dispensers (C-K)	Visit a short-order restaurant to observe the operation and cleaning procedures for the malt machine, soft ice cream machine and cold-beverage dispenser. Note the following: Why is the proper cleaning so vital to the milk dispensing machine and soft ice-cream and malt machines? Why are these machines sanitized before each day's use and at the end of the day? When juice dispensers are cleaned, why must the juice drained from the storage section be refrigerated? After the tanks of juice dispensers are cleaned with a cleaning solution, why must the tanks be rinsed and even the faucet and tubing rinsed? Is the drip tray removed for cleaning? Observe snack bar workers as they clean and polish the cold-beverage equipment. View a film on fountain operation. Review after the film to list the important procedures in operating the cold-drink dispenser. Discuss the following: the amounts of syrup, carbonated water, and ice used; the method for filling the dispenser.

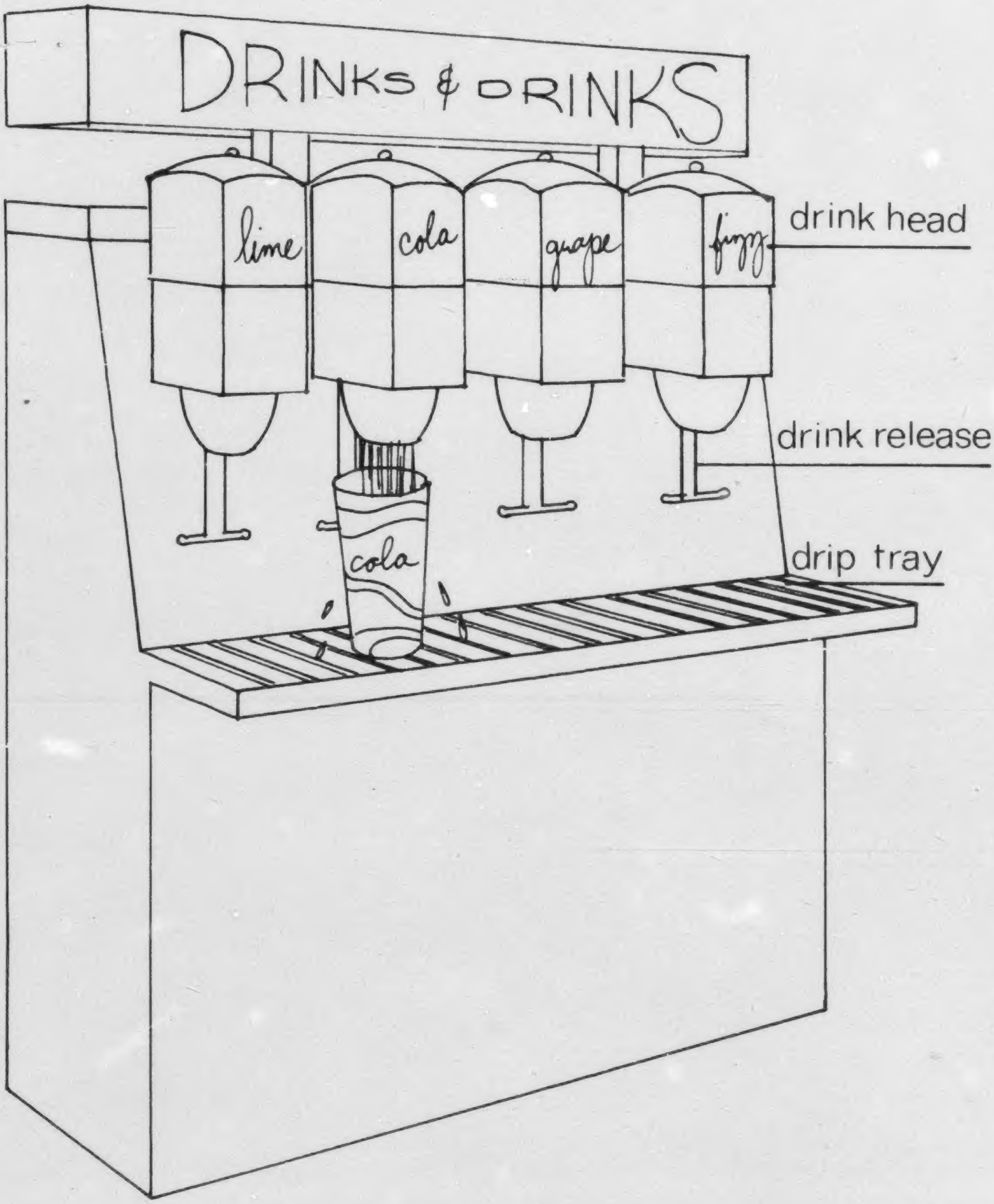
Behavioral Objectives	Learning and Evaluation Experiences
Give examples of safe and sanitary procedures for operating cold-beverage machines (C-C)	Role play food service workers who are portraying poor sanitary procedures. Examples: Drinking the remainder of a malt from the mixer container; drinking a coke while on the job dispensing beverages, licking fingers when a soft ice cream cone over-fills, putting hands in ice maker to get some ice to eat. Discuss how you would feel if you were a customer and observed such practices.
Practice proper use and care procedures for using cold-beverage equipment (C-Ap)	Operate, if possible, each variety of cold drink dispenser while on a field trip to a short-order restaurant.
	Operate the beverage machine in the snack bar of the school cafeteria under the supervision of the cafeteria worker.
Gain increased skill in operating the cold beverage equipment (P-M)	Operate the cold-drink machine in school concession stands during ball games, etc.
Identify the ice maker machine (C-K)	View pictures of various models of ice makers. Identify the type located in the lab. (See p. 58.)
List proper cleaning and use procedures for the ice maker machine (C-K)	Observe a demonstration by the teacher on the procedures for operating and cleaning the ice maker. Note the following. How often must the ice maker be defrosted, dismantled, and cleaned? Why is a bristle brush more effective in cleaning the ice maker than a sponge or cloth?
	Volunteer to call the local health authorities to find out the defrosting regulation on ice makers in your city. Report your findings to class.
Describe proper cleaning and use procedures for the ice maker machine (C-C)	Role play the part of an equipment salesman. Explain each step in operating and cleaning the ice maker.

Behavioral Objectives	Learning and Evaluation Experiences
Practice using and cleaning the ice maker using proper procedures (C-Ap)	Turn on the ice maker prior to serving time. Clean the exterior of the ice maker after each lab. Defrost and clean when the teacher indicates it is necessary. Fill extra container with ice from the ice machine. Store in the freezer for use during peak serving periods.

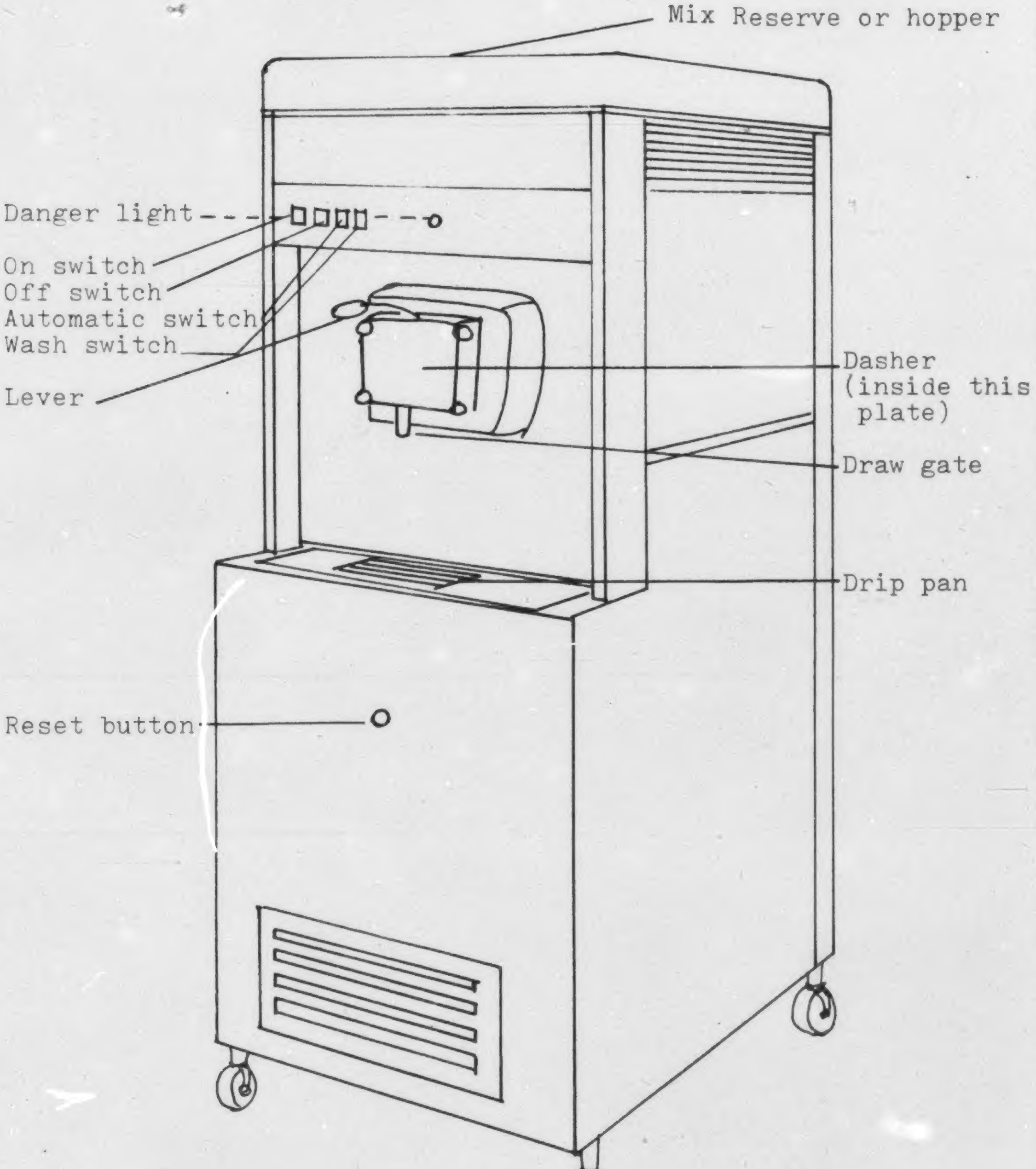
COFFEE MAKER


heating elements
on-off switch
indicator light
hot water spigot
brewing basket
serving pot or decanter
heating elements
on-off switch

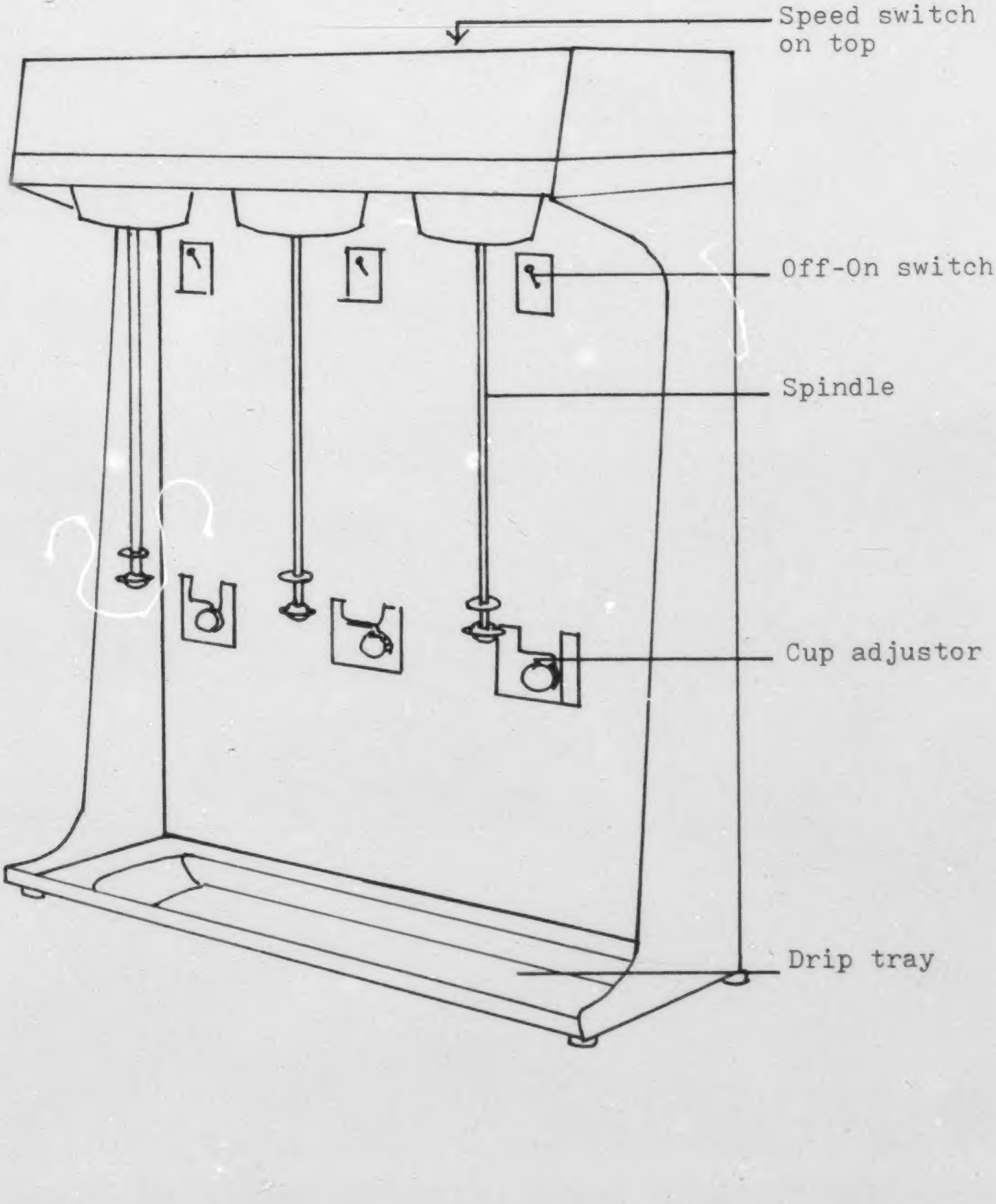
COLD DRINK DISPENSER


DRINKS & DRINKS
lime
cola
grape
fizzy
drink head
drink release
cola
drip tray

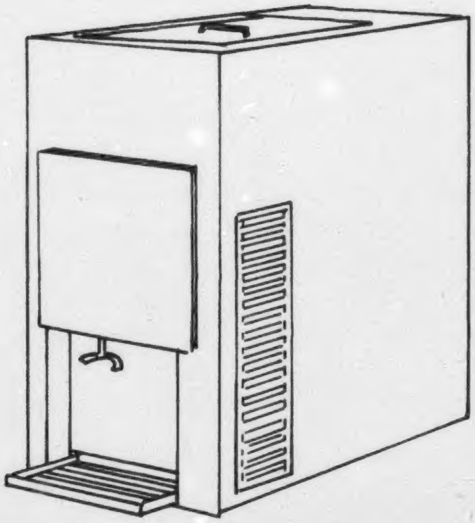
SOFT ICE CREAM MACHINE


Mix Reserve or hopper
Danger light
On switch
Off switch
Automatic switch
Wash switch
Lever
Dasher (inside this plate)
Draw gate
Drip pan
Reset button

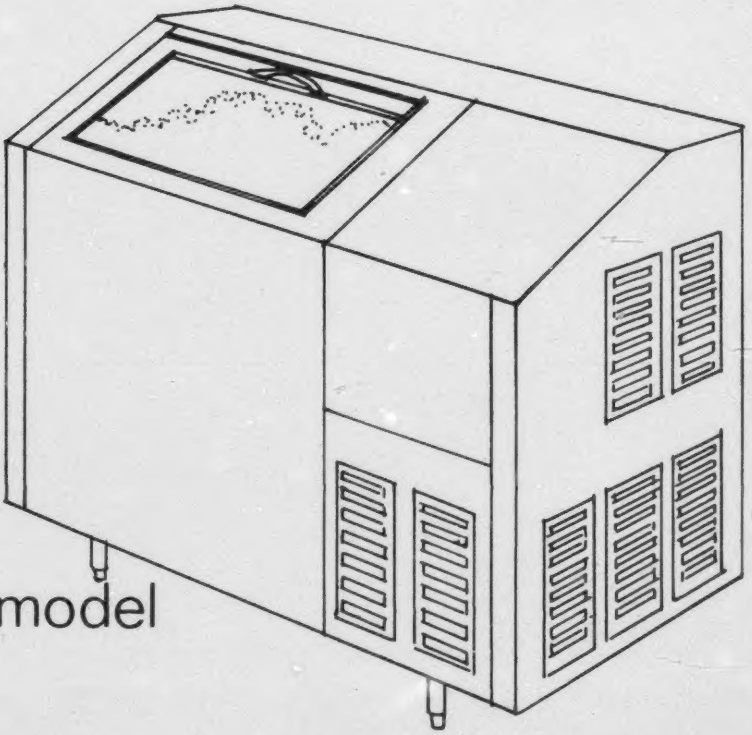
MALT MIXER (SHAKE MIXER)


Speed switch on top
Off-On switch
Spindle
Cup adjustor
Drip tray

ICE MACHINES



counter model



floor model

Toasters

KEY IDEAS: Following safe procedures for use and care of the toaster will keep it in good repair, result in higher quality food products, and contribute to the safety and sanitation of the overall operation.

WORDS TO KNOW:

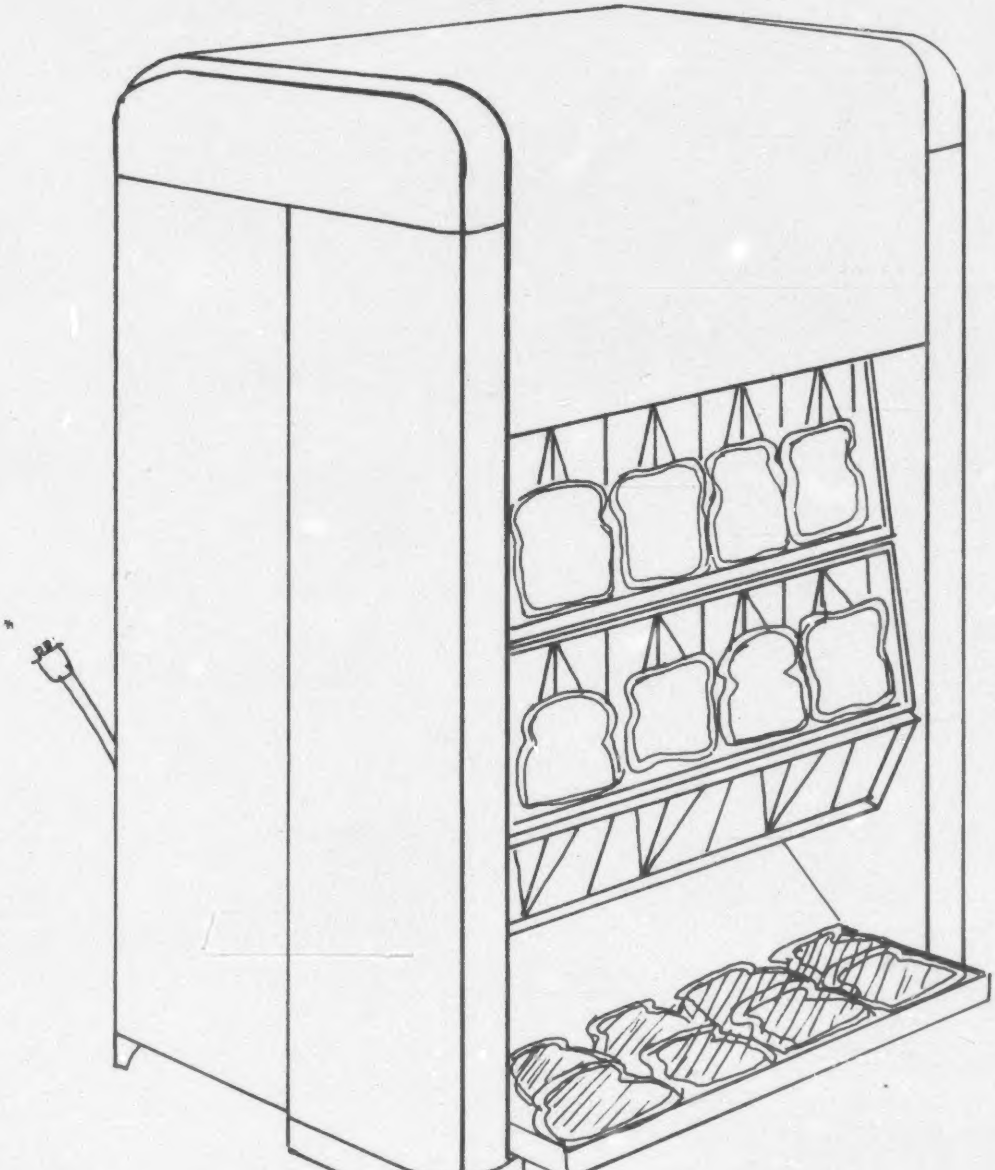
heating element
appliance cord
ejectors
regulators
crumb tray
conveyor
starter switch
thermostat
thermostat dial
test run
preheat
toast baskets
toast chute

Behavioral Objectives	Learning and Evaluation Experiences
Identify the individual and conveyor toaster (C-K)	Cut out pictures of commercial toasters from commercial-equipment catalogs. Label them as individual or conveyor toasters. Note the types of toasters available in the lab.
Identify parts of the commercial toasters (C-K)	Observe as the instructor names the parts of a toaster. Label the following parts on a diagram of an individual toaster: heating element, cord, crumb tray, ejector, and brownness regulator. Label the following parts on a diagram of the conveyor toaster: starter switch, thermostat dial, toast baskets, and heating element. (See p. 62.)
Give examples of uses of toaster in commercial-food preparation (C-C)	Brainstorm to explain the various ways a toaster could be used in food production.
Cite steps in using and caring for the toaster (C-K)	Observe conveyor toasters in operation when study tours are conducted of food service establishments. Listen as an employee explains procedures in their use and care.

Behavioral Objectives	Learning and Evaluation Experiences
	Observe a demonstration by the instructor of operating the toaster. Discuss the three major safety factors: disconnecting cord before cleaning, keeping fingers clear of elements, and keeping hands dry.
	Note the method of cleaning with damp cloth; the use of non-abrasive cleaning agent; the prevention of water from getting on the elements; the method of cleaning crumb tray; the boiling of baskets for conveyor toaster.
Demonstrate steps in operating the commercial toaster (C-Ap)	Test run a couple of slices of bread; check them for desired brownness; adjust controls, if necessary.
	Experiment in using the toaster to heat commercially prepared pop-tarts, waffles, or English muffins.
	Clean and store the toaster; a classmate will score your use and storage of the toaster.
Gain speed in operating the toaster in lab situations (P-M)	Have a "Toast Nook" for off-duty teachers or students in other vocational classes. Make to orders such varieties of toast as butter, raisin, cinnamon, and plain toast to be served with coffee or hot chocolate.
	Prepare a breakfast meal using the toaster.
	Prepare a luncheon of short order sandwiches.
Identify types of waffle irons (C-K)	View pictures or a display consisting of waffle iron, double waffle iron, round models, and rectangular models.
Identify the parts of the waffle iron (C-K)	Study a diagram of a waffle iron with the major parts labeled. Note the waffle iron available in the lab. Name the parts of the waffle iron.

Behavioral Objectives	Learning and Evaluation Experiences
List steps in using and caring for the waffle iron (C-K)	View a teacher demonstration on how to use the waffle iron correctly. Note the following. How long must the iron be preheated? What method is used to determine if the waffle is done? Are waffles to be removed immediately from the waffle iron? What tools or utensils can be used to remove particles of waffle left on the iron? What is used in place of soap and water for cleaning the waffle iron?
Explain the steps in using and caring for the waffle iron (C-C)	Work with a partner to explain the steps in using the waffle iron. Your partner will explain the proper method for cleaning the waffle iron. Check one another's explanations for accuracy.
Carry out the steps for operating the waffle iron (P-GR)	Use a prepared waffle mix to practice making waffles in lab. Each student should pour one waffle, bake it, and remove it correctly. Check your product for the degree of brownness you wanted.
	See p. 275 for addition experiences in preparing waffles.

CONVEYOR TOASTER



Cutting Equipment

KEY IDEAS: The food cutter or chopper provides uniformly cut or chopped raw food items in quantities necessary for commercial food production.

Slicers produce food portions of uniform thickness produced by a minimum of physical energy.

Carelessness or improper procedures in using commercial cutting equipment can be hazardous.

Knowledge of machine parts and where they fit is imperative to the proper cleaning of cutting equipment.

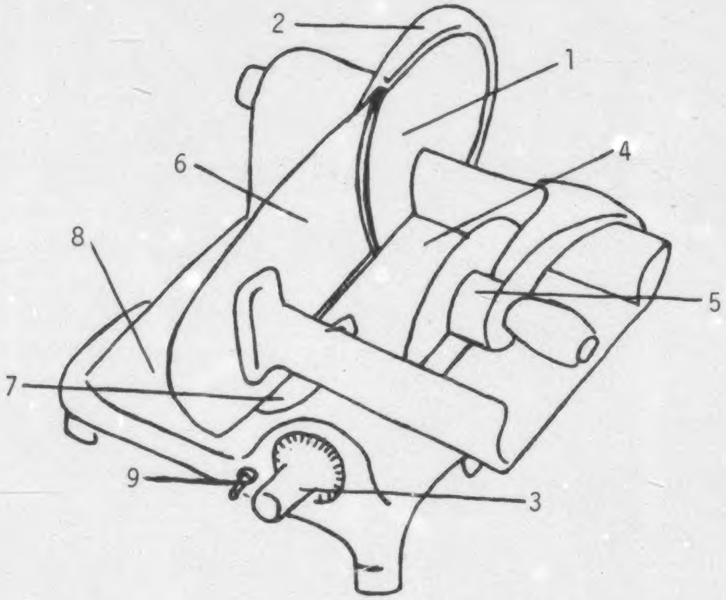
WORDS TO KNOW:

bowl guard
safety catch
bowl
knives
blade
slicer knife
blade guard
blade control indicator
food carriage
food holder
gauge plate
scrape tray
receiving tray

Behavioral Objectives	Learning and Evaluation Experiences
Cite safe procedures for operating a slicer (C-K)	Observe a demonstration by the instructor on the operation of the slicer. What safety precautions are absolutely necessary? Watch as the instructor disassembles and names each part of the slicer.
Identify the parts of the slicer (C-K)	Study handout sheet on slicer parts. (See p. 65.) See how many parts you can name as a transparency diagram of the slicer is shown.
Describe the purpose of each part of the slicer (C-C)	Point to each part and give its purpose. Make a poster showing settings on slicer recommended for various foods and post in the food-service lab.
List safe procedures for operating and cleaning the slicer (C-K)	Repeat aloud the steps in operating and cleaning the slicer as teacher writes them on board. Study a handout sheet on steps in operating and cleaning the slicer.

Behavioral Objectives	Learning and Evaluation Experiences
	View slides on cleaning the slicing machine. List the steps in cleaning the slicer.
Follow the procedures for using and cleaning the slicer (P-GR)	Practice as teacher guides using the slicer to slice cheese or meat.
Perform assigned tasks operating the slicer (P-M)	Check the chart on slice settings, set the controls, and slice food products for the lab without assistance from the teacher.
Identify parts of food cutter or chopper (C-K)	Look at handout sheet and locate major parts of a food chopper as the teacher demonstrates disassembling the chopper.
State safe procedures for use and care of the food cutter or chopper (C-K)	View a transparency as the instructor or resource person lists steps in safe use and care of the food chopper. (See p. 66.)
Cite procedures for safe operation of the food chopper (C-K)	Watch as the instructor demonstrates chopping cabbage, dry bread, and ham with the chopper. What foods cannot be cut with the food chopper?
	Observe a food-service worker in a commercial establishment operating the food chopper. What safe practices does he emphasize?
Practice placing the parts of food chopper in proper position (P-GR)	Work individually as teacher supervises to reassemble the chopper.
Operate and clean food chopper under supervision (P-GR)	Prepare a simple salad. Use the food chopper as the teacher supervises. Serve samples to fellow students. Note the quality of product. Clean the food chopper as the teacher gives directions.
Gain skill in operating the food cutter (P-M)	Prepare a salad luncheon for teachers using foods which can be chopped using the commercial food chopper.
	Prepare a chow-chow or relish and store for use later.

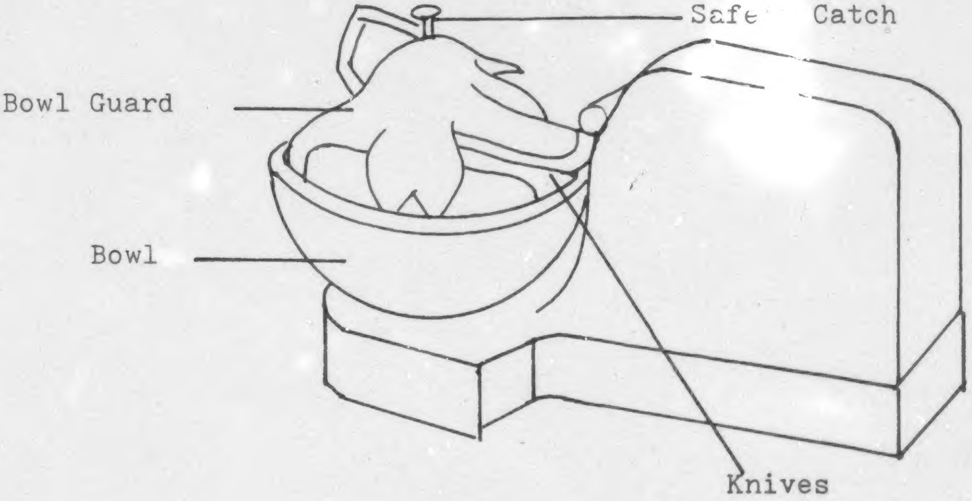
FOOD SLICER



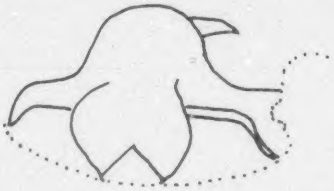
Parts of Food Slicer

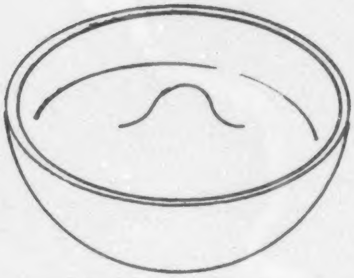
1. Blade or slicer knife
2. Blade guard
3. Blade control indicator
4. Food carriage
5. Food holder
6. Gauge plate
7. Scrap tray
8. Receiving tray
9. On and Off switch

FOOD CUTTER OR CHOPPER

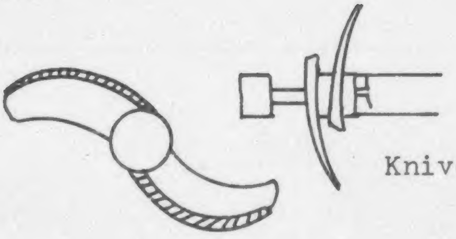

Safety Catch
Bowl Guard
Bowl
Knives

Bowl Guard





Removable Bowl



Knives

Mixing Equipment

KEY IDEAS: Commercial mixers make possible the mixing, blending, or whipping of large quantities of ingredients for high-volume cookery.

The variety of tasks a commercial mixer can perform is possible through the use of attachments.

Due to their high speed, blenders can perform a variety of services such as cutting, mixing, and liquefying in seconds.

Following correct procedures for use and care of the commercial mixer and blender will keep them in good repair and give higher quality food products.

WORDS TO KNOW:

bowl
bowl support
beater shaft
bowl raising wheel or lever
gear or speed control
attachment socket
flat beater
dough hook
pastry knife
vegetable chopper
attachment
puree
liquefy
chop
grate
lid
base
jar
blades
cord
speed switcher
lid cap
gasket
blend
wire whip

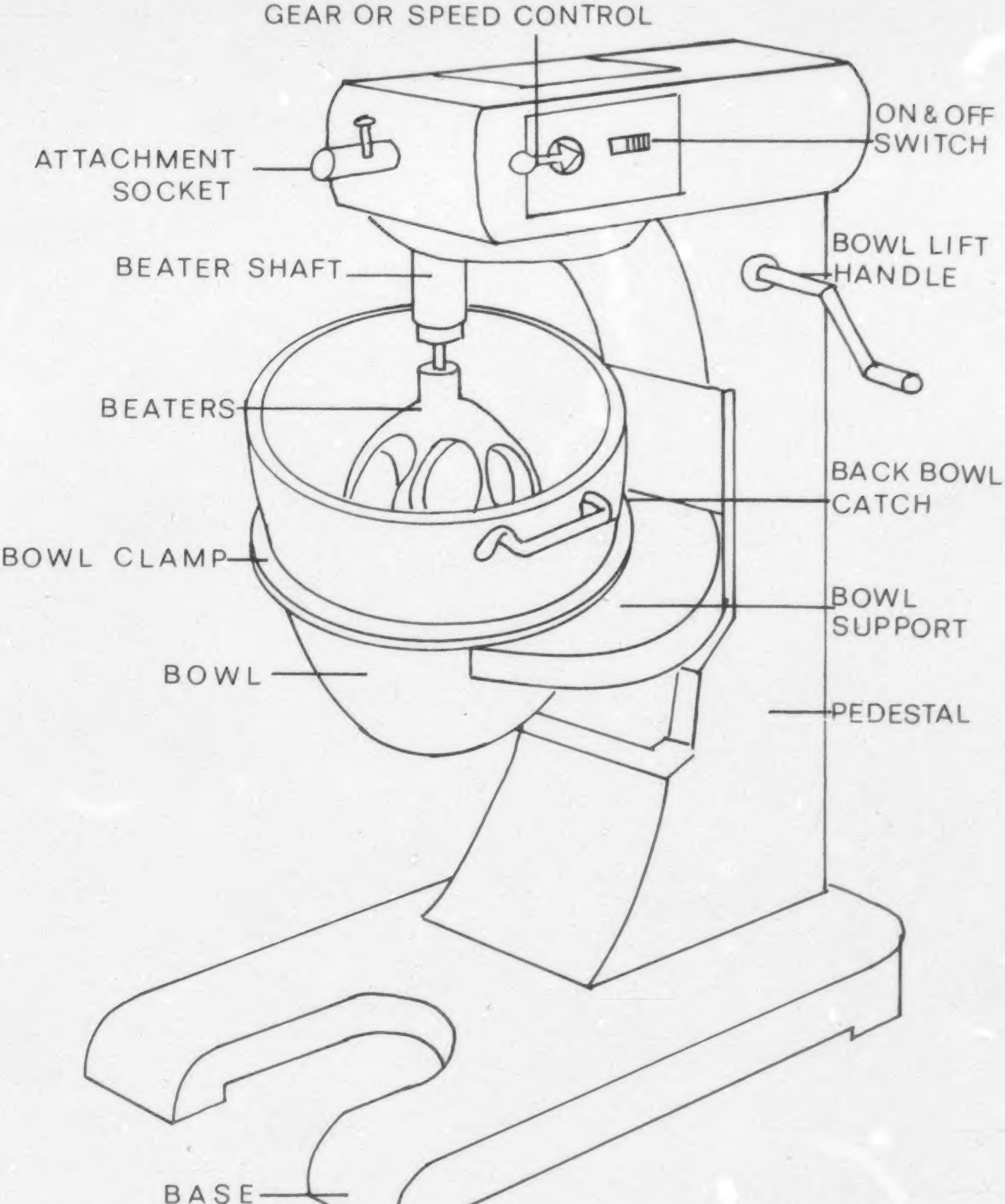
Behavioral Objectives	Learning and Evaluation Experiences
Identify the mixer parts and attachments (C-K)	View a display of labeled mixer attachments and accessories.
	Identify the mixer attachments and accessories found on the information sheet.
	View transparency diagrams of mixer parts. See how many you can name aloud. (See pp. 71-72.)
	View the operation of the mixer in the cafeteria as yeast dough, cake batter, or meringue is being made. Which attachments were used?
State procedures for operating the mixer (C-K)	View a demonstration by the instructor of operating the mixer in the lab.

Behavioral Objectives	Learning and Evaluation Experiences
Cite uses for each mixer attachment (C-K)	Observe demonstrations uses for each attachment. Examples: Wire whip--frostings; whipped cream; flat beater--mashed potatoes; dough hook--bread or dough-nuts; pastry knife--pie crust; food colander and soup strainer--soup and salad; food chopper--ham or chicken salad; shredder--cole slaw.
Explain the purpose of each part of the mixer (C-C)	Reach into a box filled with mixer attachments. Draw one out and explain its uses to the class.
Cite safe procedures for use and care of mixer (C-K)	Observe the instructor's disassembling the mixer for cleaning and replacement of attachments. What safe procedures are used in operating and caring for the mixer?
Exhibit use of safe procedures for using the mixer in lab (A-V)	Divide into groups of three to name precautions you think should be observed while using a mixer. Compare this class list with one prepared on a chart by the teacher. Observe these precautions while using the mixer.
Attempt to place an attachment on the commercial mixer (P-GR)	Choose a strip of paper which names a mixer attachment. Use proper procedure for attaching the part and tell a use for the attachment.
Practice procedures for using the mixer (P-GR)	Work with a partner as teacher supervises to prepare a mix using the commercial mixer. Prepare a commercial cup cake mix, cornbread mix, pancake batter, brownie mix, or doughnut mix following directions on the box.
Gain skill in using and caring for the commercial mixer (P-M)	Use the mixer to prepare dry ingredients for brownies, pancake mix, or pie-crust mix to be stored and used later. Develop skill in using the commercial mixer by preparing sweets for a coffee shop. Serve doughnuts (mixed in the mixer) and coffee. Classes later in the day may prepare brownies, cup cakes, or cake squares using the commercial mixer.

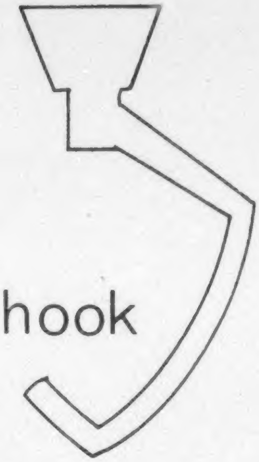
Behavioral Objectives	Learning and Evaluation Experiences
	Act as an inspector and check the mixer and attachments thoroughly for cleanliness.
Cite procedure for use and care of the blender (C-K)	Observe as a service representative from a power company demonstrates use of the blender. How many of the following can you name: parts of the blender, safety precautions, uses of various speeds, and procedures for cleaning the blender?
Identify parts of the blender (C-K)	View a transparency with diagrams of blender parts and a listing of part names. Match the names of the parts of the blender by drawing lines from the parts to their name. (See p. 73.)
	Divide into two teams to practice identifying parts of an actual blender. The first member of Team One attempts to identify the part of the blender pointed to by the teacher. If she responds incorrectly the first member of Team Two may try. Alternate questions and teams until each member has an opportunity to play. A correct answer earns one team point. Any student answering out of turn causes his team to forfeit one point. Parts of various pieces of commercial kitchen equipment may be used in the game.
State safe procedures for using the blender (C-K)	Name the safety rules for using the blender taking turns in round-robin style.
Explain safe techniques for use and care of the blender (C-C)	Choose one of the following questions to explain to the class. How full may a blender be filled? How may ingredients be added when the blender is running? What are some of the jobs a blender can do? How should a blender be cleaned? How do you determine the speed to use in preparing various foods? How long should foods be blended?

Behavioral Objectives	Learning and Evaluation Experiences
	Describe in your own words the procedures for one of the following: a) chopping nuts, b) chopping ice, c) chopping a vegetable, and d) grating cheese.
	Brainstorm to describe accidents that might occur if safety rules are not followed when operating the blender.
Practice safe procedures for operating and cleaning the blender (P-GR)	Prepare with a partner a simple food item using the blender. Check on a checklist all the safety rules which are practiced. Have your instructor check the blender to see if it was properly cleaned and stored.
Acquire additional skill in using the blender (P-M)	Prepare a blender food efficiently and serve to customers. Examples: dip, sandwich spread, dessert, or beverage. Ask customers to indicate whether the food is blended properly.
	Take turns using the blender as needed to prepare foods in the food-service lab.
Adopt safe procedures for using the blender (A-V)	Use without being reminded safe procedures when using the blender. Remind other students of safe procedures if unsafe procedures are observed.

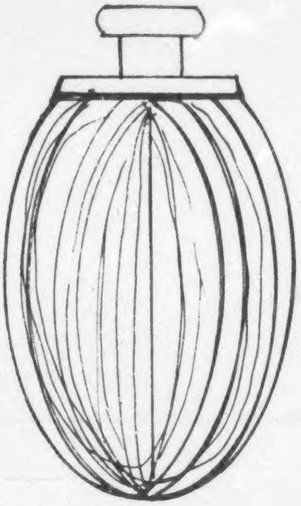
MIXER PARTS


GEAR OR SPEED CONTROL
ATTACHMENT SOCKET
ON & OFF SWITCH
BEATER SHAFT
BOWL LIFT HANDLE
BEATERS
BACK BOWL CATCH
BOWL CLAMP
BOWL SUPPORT
BOWL
PEDESTAL
BASE

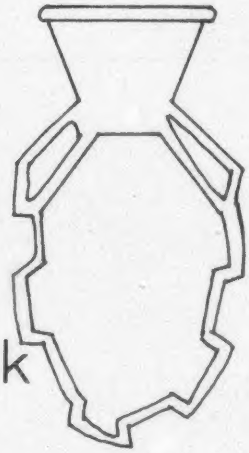
MIXER ATTACHMENTS



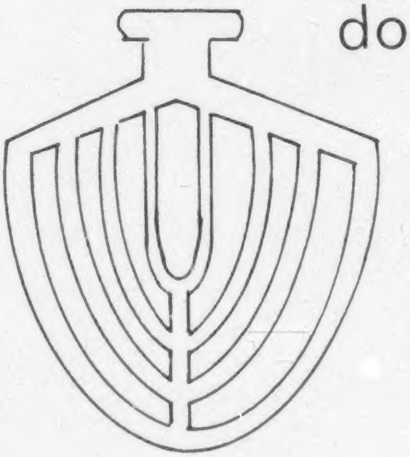
dough hook



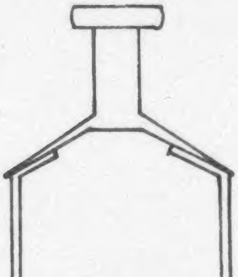
whip



sweet dough hook

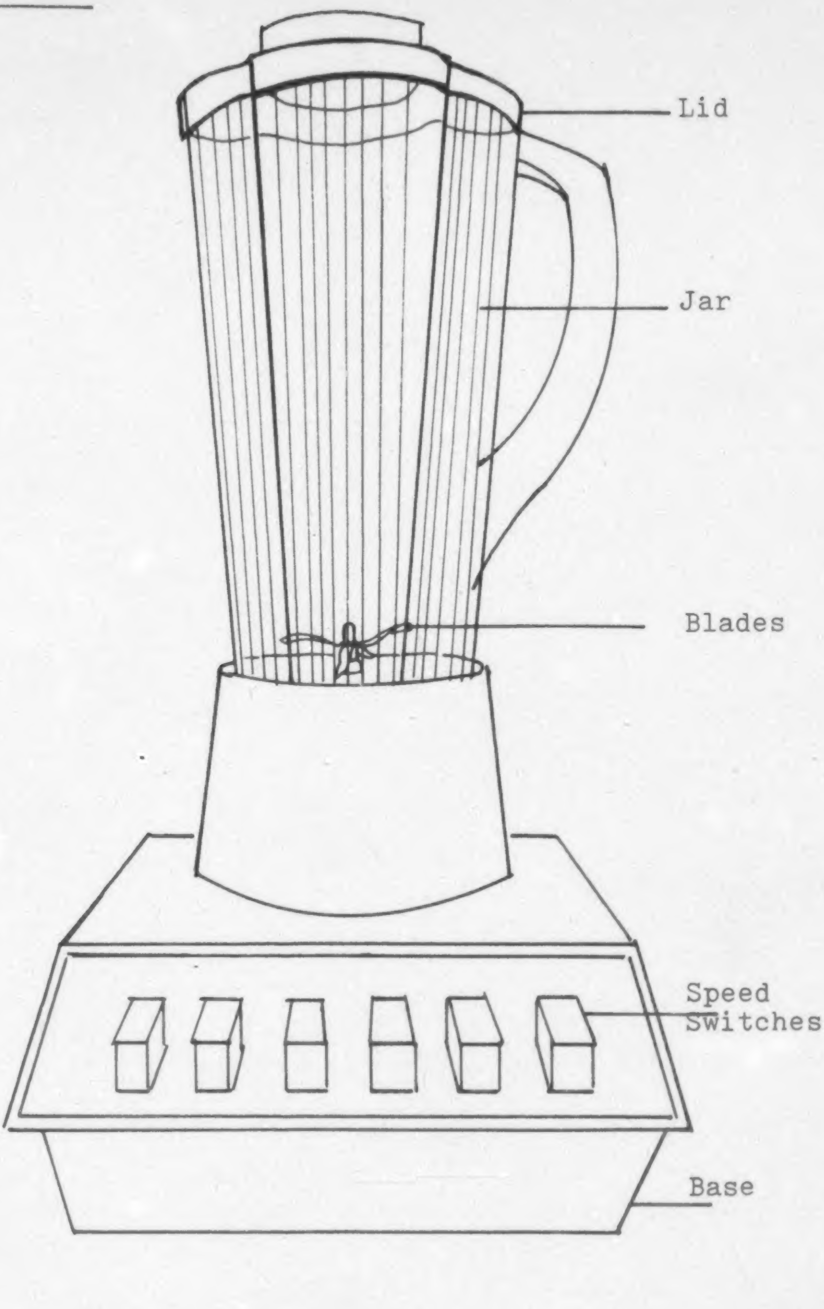


beater



pastry knife

BLENDER


Lid
Jar
Blades
Speed Switches
Base

Ovens

KEY IDEAS: The use of a range oven vary from baking and roasting to oven frying.

Speed defrosting, reconstituting, and total preparation of food items is possible by the use of microwave ovens.

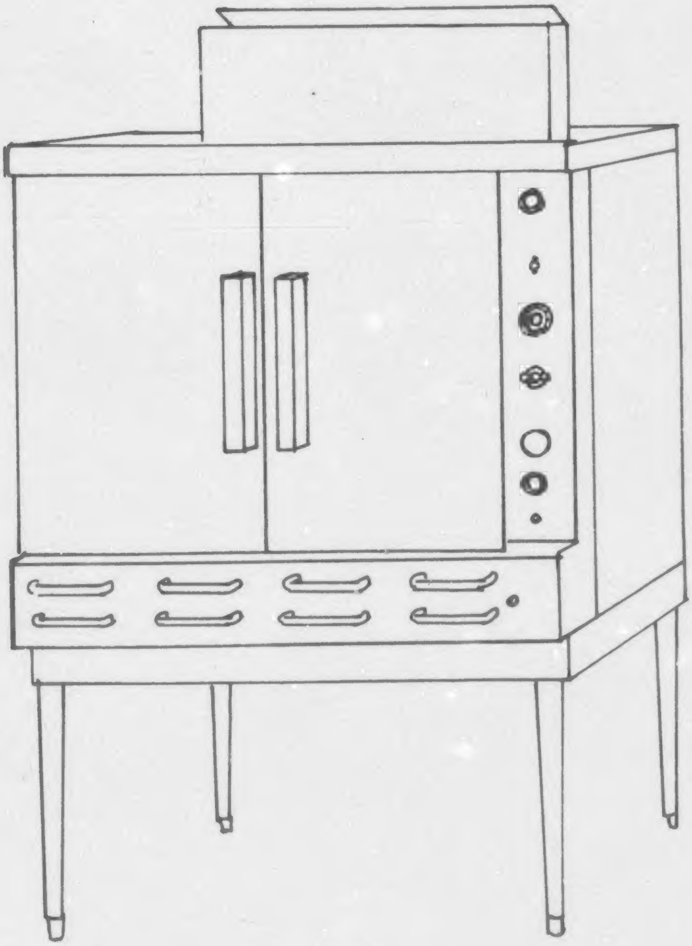
WORDS TO KNOW:
- preheat
- heat circulation
- continuous cleaning
- main burner valve
- timer
- thaw
- browning element
- oven ready light
- vent control
- directional head control switch
- warm up button
- reconstitute
- thermostat
- self cleaning
- pilot light
- microwave
- standing time
- left over

Behavioral Objectives	Learning and Evaluation Experiences
Identify the basic types of commercial ovens (C-K)	View pictures of the range oven, microwave oven, and convection oven. (See pp. 77-78.) List types of ovens seen while on study tour during the food-service unit.
Identify the major parts of the ovens (C-K)	Listen to the instructor give an illustrated talk on the parts and operation of the range oven, convection oven, and microwave oven. Find each major part on the oven in the food-service lab as the instructor names the parts.
Explain the differences in types of commercial ovens (C-C)	Divide into three groups. Each group should summarize the characteristics of one type oven. Describe the advantage of one type over another.
State safe procedures for use and care of the commercial ovens (C-K)	List safe procedures for use, care and cleaning of a regular oven, convection oven, and microwave oven. Identify in an oral question and answer period procedures for using an oven. Answer the following questions. When do you bake in a commercial oven? When should the high setting be used? Why do you preheat? Do you preheat each type of oven? Why should you avoid opening an oven door during baking? What is the procedure for cleaning an oven?

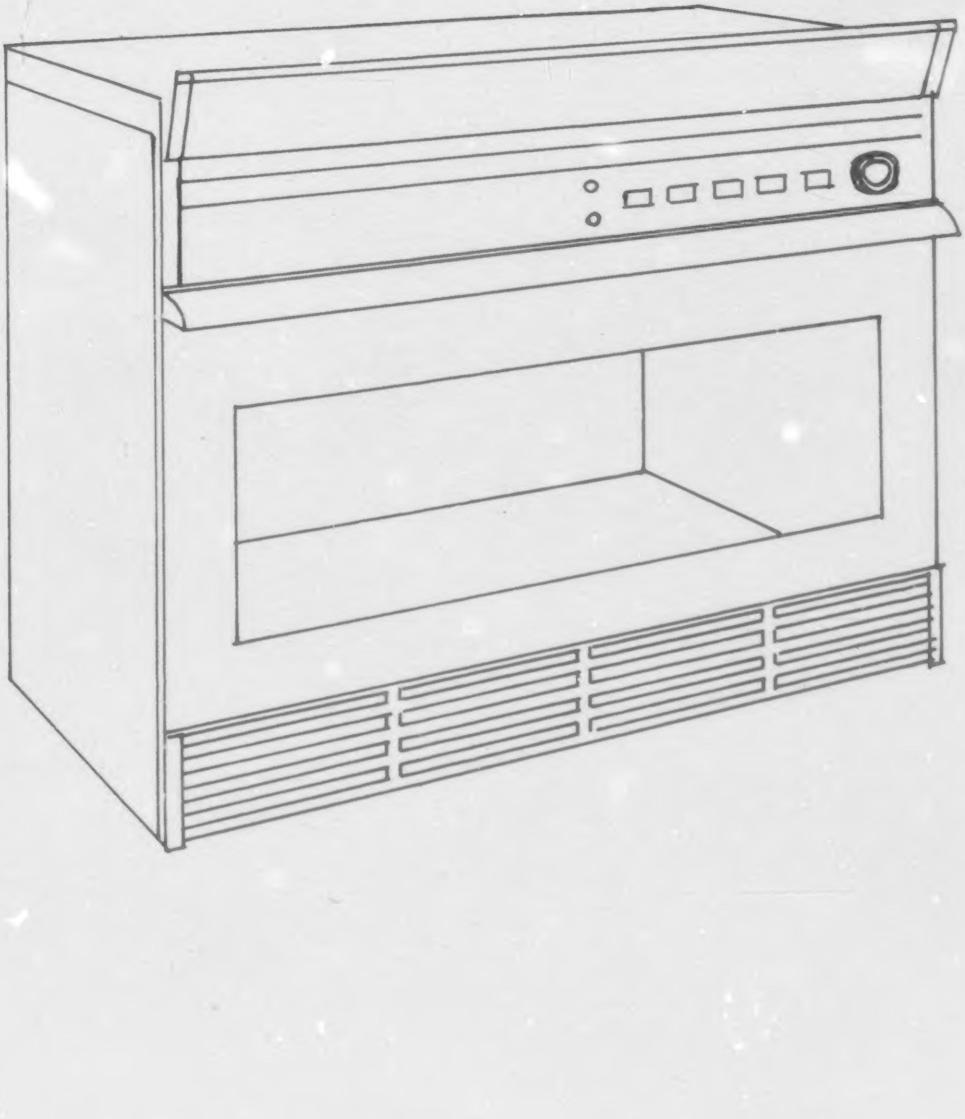
Behavioral Objectives	Learning and Evaluation Experiences
Give examples of safe procedures for use and care of the commercial ovens (C-C)	Listen to case situations on bad experiences that have occurred when persons have used improper procedures with the oven. These may be cooking failures or accidents. Brainstorm to discover ways of avoiding these bad experiences.
Follow correct procedures in using commercial ovens (P-GR)	Practice setting dials on ovens for recipes chosen by the teacher.
	Use correct procedures in using the oven when preparing food in class.
	Prepare casseroles to be served in the food-service lab. Evaluate the casseroles.
Attempt to use the commercial ovens (P-GR)	Take part in a lab in which the same type foods are cooked in a regular oven, convection oven, and microwave oven. Compare the time needed to cook the foods, and compare the taste, texture, and color of the foods.
	Experiment with methods of thawing foods. Thaw one piece of frozen meat in the refrigerator, one in water, and one in the microwave oven. Compare thawing times.
	Cook some of the following foods in the microwave oven: popcorn, baked potato, frozen broccoli in a box, cake or baked product, bacon, steak, baked apple, hot chocolate, and coffee.
Practice cleaning a commercial ovens (P-GR)	Work in teams of two to clean the oven. Two classmates will act as inspectors and evaluate the cleaning techniques used.

Behavioral Objectives	Learning and Evaluation Experiences
Use and clean the oven without assistance (P-M)	Take orders for breads, cakes, cupcakes, and pies that are baked in the oven, and set aside a certain day each week for baking these foods. Clean the ovens as needed.
Accept responsibility for keeping ovens clean (A-V)	Clean the oven manually or automatically, depending upon the model available in the lab. Do not wait until you are told to clean the oven.

CONVECTION OVEN



MICROWAVE OVEN



Surface Cooking Equipment

KEY IDEAS: Heating elements or burners provide direct heat for fast cooking.

Lower temperatures for keeping foods hot or for preparing delicate items such as sauces are obtained by using the hot top.

The griddle provides for fast "short-order" cooking by eliminating the need for using a steam table.

The quality of a product fried in the deep fryer is dependent upon the use of carefully filtered oil and correct frying temperature.

The flavor of meats is enhanced by using a gas broiler.

The exhaust hood is necessary to prevent excessive heat build-up and to exhaust smoke, grease, and vapor from the cooking areas.

WORDS TO KNOW:

hot top
heat control
fry top
oven top
burners
pilot light (burner valve)
elements
thermostatic control
grill
griddle
temperature
carbon deposits
griddle stone or brick
grid
thermostat
draining tray or drawer
grease trough
fats
frying basket
frying thermometer
strain
boiling
kettle
fill line
stacks
drain
coating or batter
breading
season
brown
adjustment lever
temperature knob
broiler
salamander broiler
infra-red broiler
gas jet
ceramic briquets
exhaust fan
filter
fire protection
dry chemical
extinguishing agent
nontoxic

Behavioral Objectives	Learning and Evaluation Experiences
Identify types of range tops (C-K)	View labeled pictures of "hot top," "open top," and "fry top" ranges. (See p. 88.) Note the following. Which type has a solid top? Where is the hottest part of the range top? Which top can give heat instantly and be turned off when not needed? Which is really a large griddle? Which one gives more cooking area?

Behavioral Objectives	Learning and Evaluation Experiences
	View transparencies of range tops. Name the types as quickly as you can as the transparencies are shown on the screen.
	Visit a restaurant supply to see different types of range tops.
	Take a study tour to a commercial kitchen of a utility company if one is available in your area to see commercial cooking equipment.
Identify the major parts of range top (C-K)	Become familiar with the important parts of the range illustrated on a handout sheet. Name the parts as the instructor points them out on the range top in the lab.
State safe procedures for use and care of the range top (C-K)	Watch a demonstration by the instructor to indicate the proper methods of using and cleaning the range top. Note the following items. Are burners automatic or must matches be used? Is the gas turned on before or after lighting the match? How much of the surface of the solid top should be used for cooking? What top-of-the-range cooking methods help keep the kitchen cool and save fuel? Why must grease not be allowed to build up on a range top?
	List on the board the cleaning agents and tools for cleaning a range top.
	Interview a cafeteria worker on the safe use of the range. Then work in pairs and list each safety precaution mentioned in the interview.
Give examples of safe procedures for use and care of the range (C-C)	Relate any personal experiences the cafeteria personal might have had concerning safe use of the range.
	Make some photos of range-safety situations. Act out unsafe and safe procedures in use and care of the range; have one classmate take pictures. Use the pictures for a bulletin board, or practice sorting right and wrong procedures.

Behavioral Objectives	Learning and Evaluation Experiences
Apply safe procedures for operation and care when using the range (C-Ap)	Secure equipment and supplies needed for cleaning the range top. Volunteer to demonstrate a cleaning procedure.
	Use the range top in preparing a vegetable, eggs, or a one pot meal.
Perform assigned task of operating a range (P-M)	Operate the range top using the correct temperatures and pan for the food being cooked. Arrange the pots correctly according to burner size.
Identify the griddle and its use (C-K)	View pictures of various models and sizes of commercial griddles. Note the thickness of the plate, the thermostatic control, the splash-guard height, and the width of the grease trough. List aloud some foods which can be prepared on a griddle.
	Cite types of grills as pictures are projected on a screen.
Label the parts of the griddle (C-K)	Identify each part of the griddle as it is shown on a transparency. (See p. 89.)
	Label the parts on a diagram of the griddle.
Explain the parts of the griddle (C-C)	Describe the purpose of one part of the griddle. Ask classmates to guess the part being described.
List safe procedures for use and care of the griddle (C-K)	Listen to taped interviews with short-order cooks as they describe safety precautions for using the griddle. List these rules aloud and on the board.
	Listen to second portion of the interview as the short order cook describes how he cleans the grill at his particular restaurant.
	Watch a demonstration by a representative of a power company on the safe use and care of the griddle. Observe the following: temperature control; oiling the griddle; breaking in a new griddle, cleaning with a spatuala, grill screen or griddle brick; wiping clean; and reseasoning.

Behavioral Objectives	Learning and Evaluation Experiences
Describe safe procedures for use and care of griddle (C-C)	Tape yourself as you summarize the steps in using and cleaning the griddle. Play back the tape and check off the items on a list of procedures given to you by the teacher.
Operate the griddle using proper procedures for its operation and care (P-GR)	Follow proper procedures for cooking pancakes on the griddle. Have a partner check you on using the turner with the grain, using proper section for right brownness, and cleaning the grill.
	Prepare grilled sandwiches with every class member making her own to practice using the grill correctly. Compare the products.
	Experiment with cooking eggs on the griddle. Compare results with a skillet cooked egg.
Perform assigned tasks using the griddle (P-M)	Operate a "pancake house" for customers. Serve a variety of pancakes at a breakfast for teachers.
	Serve a hamburger lunch, a bacon sandwich lunch, or a bacon and egg breakfast.
Identify the deep-fat fryer (C-K)	Locate pictures of the deep-fat fryer in a commercial-equipment catalogue. Mount them on poster board and label them according to electric or gas models. Circle the type located in the lab.
Identify the parts of the deep-fat fryer (C-K)	Watch as the instructor or commercial cooking-equipment representative points out the major parts of the deep-fat fryer, and describes the operation and cleaning procedures for the deep-fat fryer. The instructor or representative will tape labels to each section and later remove one at a time. Try to name the section from which the label is removed.
	Match part names to a diagram of the deep-fat fryer. (See p. 90.)

Behavioral Objectives	Learning and Evaluation Experiences
Explain the parts of the deep-fat fryer (C-C)	Select one part of the deep-fat fryer. Explain to the class the purpose or use of that part.
	Explain to a partner each part of the actual fryer. Partner will check the parts identified on a diagram of the fryer.
State safe procedures for use and care of the deep-fat fryer (C-K)	View a film on frying in a commercial deep-fat fryer.
	Listen to taped directions for use of the fryer. Discuss the following: Why is it necessary to light the fryer prior to frying time? What is the usual range of frying temperature for most foods? How can you tell when the proper temperature has been reached? Why are breaded items shaken after they are placed in the basket? Why is this process not done over the fryer? What is the holding temperature for the fryer between batches? What portion of the oil should be filtered first? What type solution can be used to clean the fryer in your lab?
	Study a chart of foods and suggested cooking temperatures and times. Locate the proper temperatures on the deep-fryer thermostat, as the teacher calls out a particular product such as doughnuts, chicken, fried pies.
	Study a bulletin board display which lists the safety rules regarding grease fires.
Illustrate safe procedures for use and care of the deep-fat fryer (C-C)	Pantomime each step in operating the deep-fat fryer. Have your partner check each item on a check list and make corrections.
	Fry potatoes in fat that is too cold; judge the finished product. Fry canned biscuits at a low temperature. Compare them with those fried at a medium-high temperature. Check the doneness of the center biscuit dough and the oiliness of the biscuit. Explain the reasons fried products may be too oily.

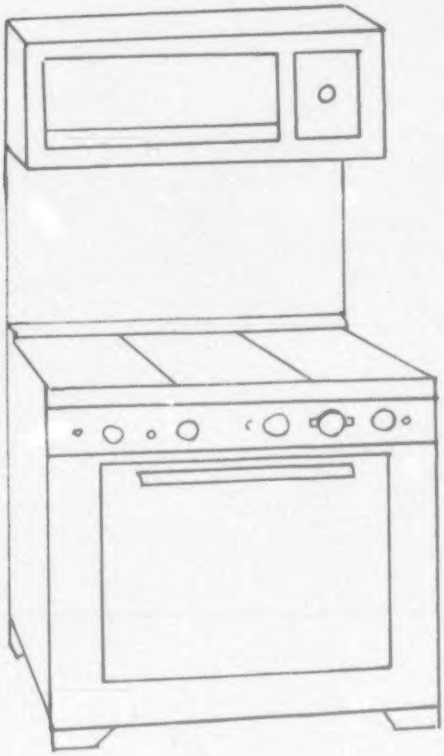
Behavioral Objectives	Learning and Evaluation Experiences
	Make a chart with illustrations of each step in cleaning the deep-fryer. Post in the room.
Demonstrate procedures for use and care of the deep-fat fryer (C-Ap)	Practice operating the deep-fat fryer Experiment with such products as French fries, onion rings, shrimp, breaded steak fingers. Apply rules for cooking frozen food products.
	Practice cleaning the deep-fryer as your partner checks you on the following steps: filtering oil; wiping the kettle; burning clean the coils of the electric fryer; boiling detergent solution in the kettle; rinsing with vinegar water; drying the kettle; and storing the oil.
Operate and care for the deep-fat fryer (P-M)	Prepare fried pies and French fries in the deep-fryer to sell with hamburgers during sports events or the lunch hour.
	Take orders from teachers for doughnuts, fried pies, and fried chicken.
Develop work simplification methods for using the deep-fat fryer (C-S)	Devise a system to use when preparing and frying large quantities of a particular food such as fried pies or doughnuts. Determine the best method for placing the product in the fry baskets, for turning the product, and for packaging.
Evaluate the quality of products fried in the deep-fat fryer (C-An)	Act as an inspector and judge the fried products before packaging them for sale. Check for size, brownness, and shape of product.
Identify the types of broiler (C-K)	View a bulletin board display of various broiler types such as: charcoal, ceramic, open-hearth, and salamander. (See p. 91. Note which type is in the lab. Which types have class members seen most often? Which types are used with meats? Which types are used for finishing off food items?

Behavioral Objectives	Learning and Evaluation Experiences
Name the important parts of the broiler (C-K)	Observe as the instructor points out each part of the broiler and explains its purpose.
	Name the parts of the broiler to a classmate.
Explain the purpose of each part of the broiler (C-C)	Pin to the back of each student's garment the name of a broiler part. Stand with your back to the class. Classmates will give verbal clues as you attempt to guess what part you are.
State safe procedures for use and care of the broiler (C-K)	Brainstorm to list examples of foods which might be prepared in the broiler.
	Check several references on preparing meats to different stages of doneness.
	Observe a resource person as he demonstrates the parts, use, care, and safety of the broiler.
	Interview a broiler cook and tape his response to questions on safety, timing of meats, and customer preference on the way meats are prepared.
	List aloud the steps to follow in using the broiler as the instructor writes them on the board.
Illustrate the safe procedures for use and care of the broiler (C-C)	Role play the position of a commercial food-equipment representative, and explain the parts of the broiler and their use.
Follow safe procedures for use and care of the broiler (P-GR)	Work in teams of two or three to prepare simple foods, such as hamburger patties, toasted cheese sandwiches, tuna burgers, observing safety procedures and work habits. Evaluate individual work habits.

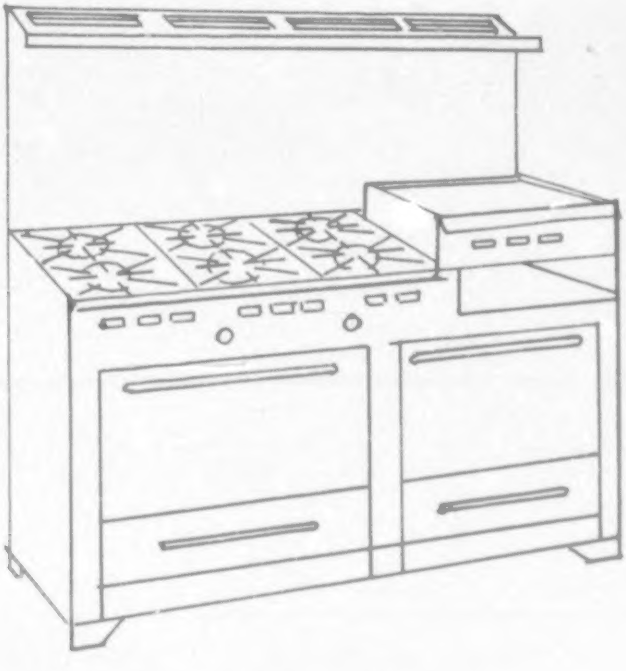
Behavioral Objectives	Learning and Evaluation Experiences
Perfect techniques for use and care of the broiler (P-M)	Prepare short-order hamburgers for teachers. Invite a resource person to eat so that he can observe the work habits. What suggestions did the resource person have for improvement?
	Take orders for a special steak dinner for teachers. Prepare steaks in the broiler to specific doneness.
Identify exhaust hoods used in commercial food production (C-K)	Note size and types of exhaust hoods seen on study tours of restaurants, cafeterias and hospital kitchens.
	Visit a food-service operation which has installed "all surface" fire protection. Listen as the manager explains how the thermostat located in the stacks above the cooking vats melts at a certain danger point and automatically dumps a chemical all over the surfaces near the cooking vats. Discuss why a chemical fire prevention system is used instead of a water type system.
Identify parts of the exhaust hoods (C-K)	Examine the exhaust system as the teacher names each part. Note whether the hood has a light. (See p. 92.)
Cite steps in the operation and care of the exhaust hood (C-K)	Observe the teacher in a demonstration of the operation and care of the exhaust system located in the lab. Note: location of the On and Off switch, the light bulb, filters, and the stack or pipe which carries the smoke out of the building. Notice also the method for replacing light bulbs and filters. How often must filters be changed? Why is it important to keep the exhaust hood clean and free from grease build up?
Explain the operation and care of the exhaust hood (C-C)	Explain to the class the function of the exhaust hood.
	Interview the fire marshall. Tape his responses to questions on why exhaust hoods are required by law.

Behavioral Objectives	Learning and Evaluation Experiences
Give examples for safe procedures for use and care of the hood (C-C)	Describe the method for changing the filter and washing it. How often does each section need to be cleaned?
Apply safe procedures for use and care of the hood and fan (C-Ap)	Practice washing the filter by hand; also wash it in the commercial dishwasher; compare results.
	Use the proper cleaning solution to clean the hood. Have the instructor check your work.
Perform assigned task related to the exhaust hood and fan (P-M)	Clean and care for exhaust hood regularly following a duty chart.
Show continued desire to properly maintain the hood (A-V)	Initiate the cleaning of the exhaust hood without being told.

RANGE TOP

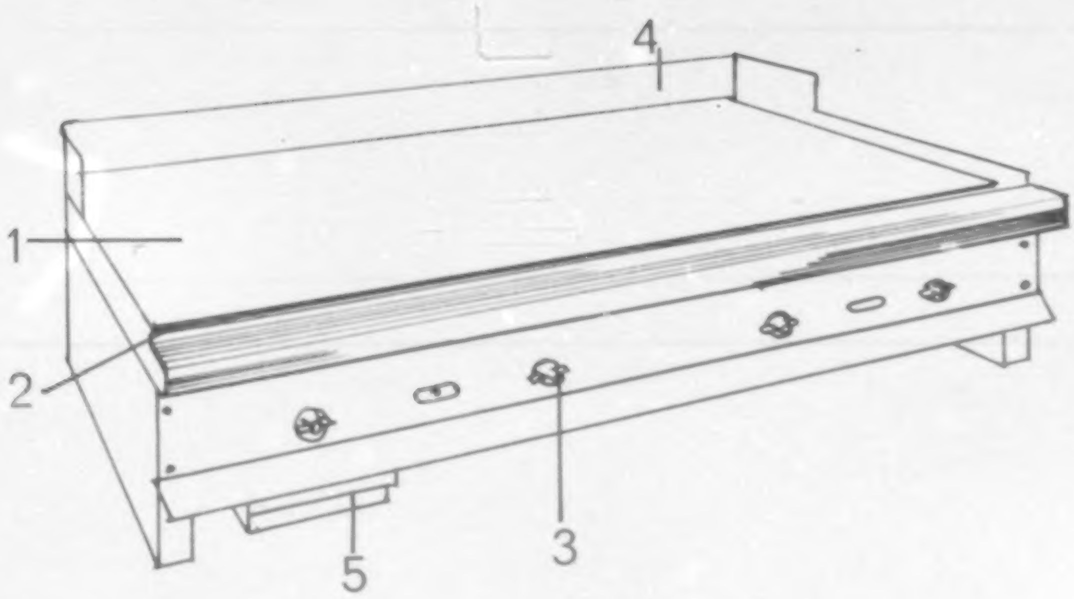


Hot Top



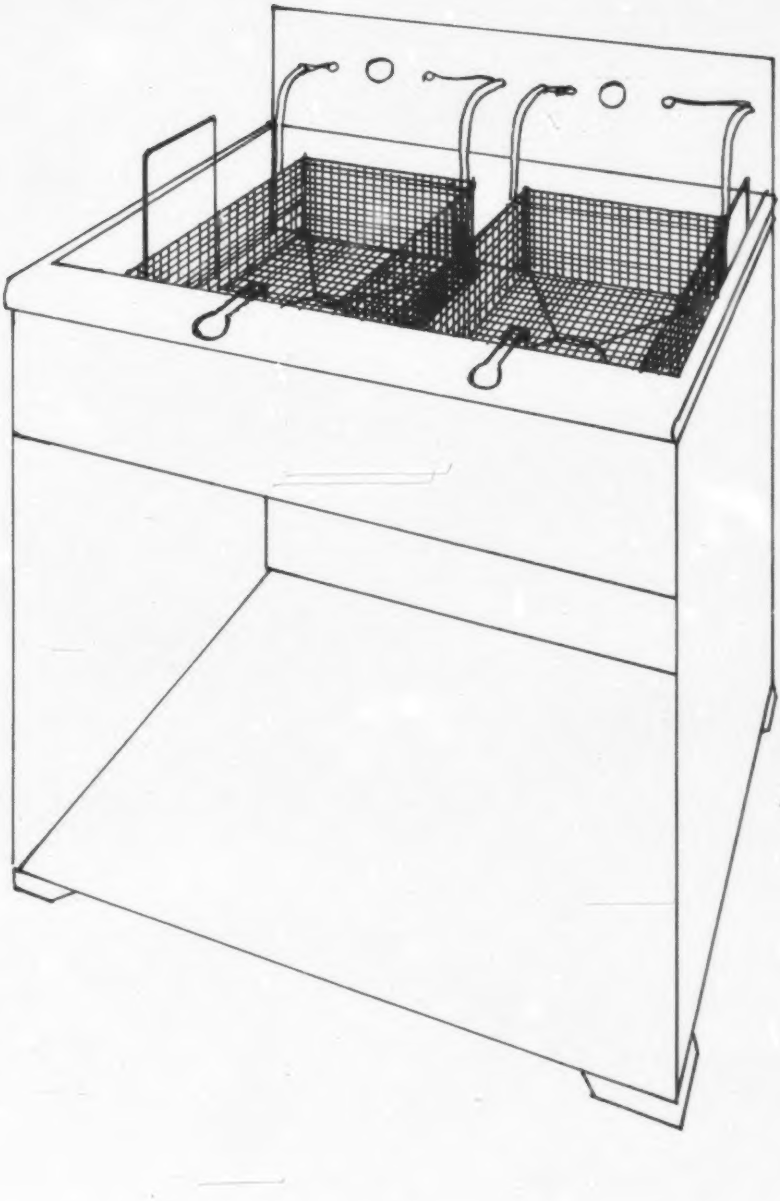
Open Top
and Fry Top

GRIDDLE

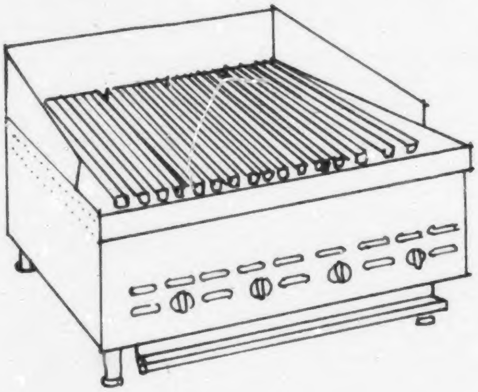


1. Griddle Surface
2. Grease Troughs
3. Temperature Control
4. Splash Guard
5. Draining Tray or Drawer

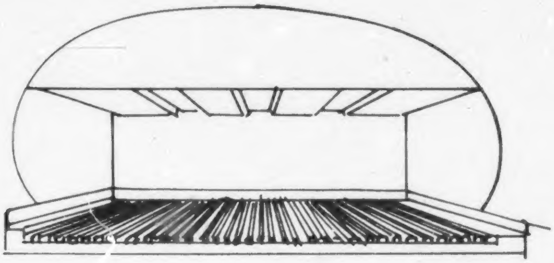
DEEP FAT FRYER

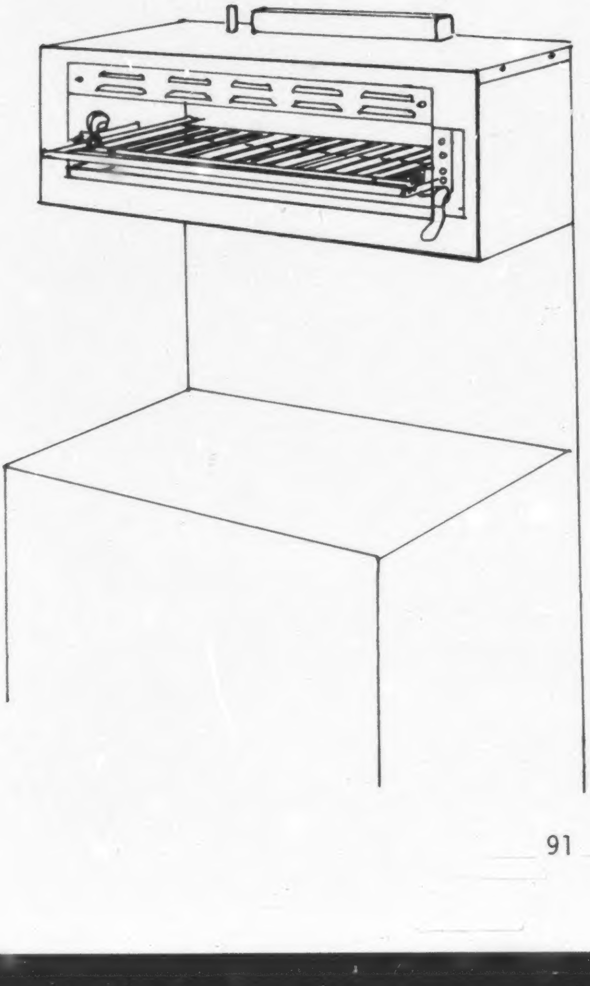


Char-Broiler



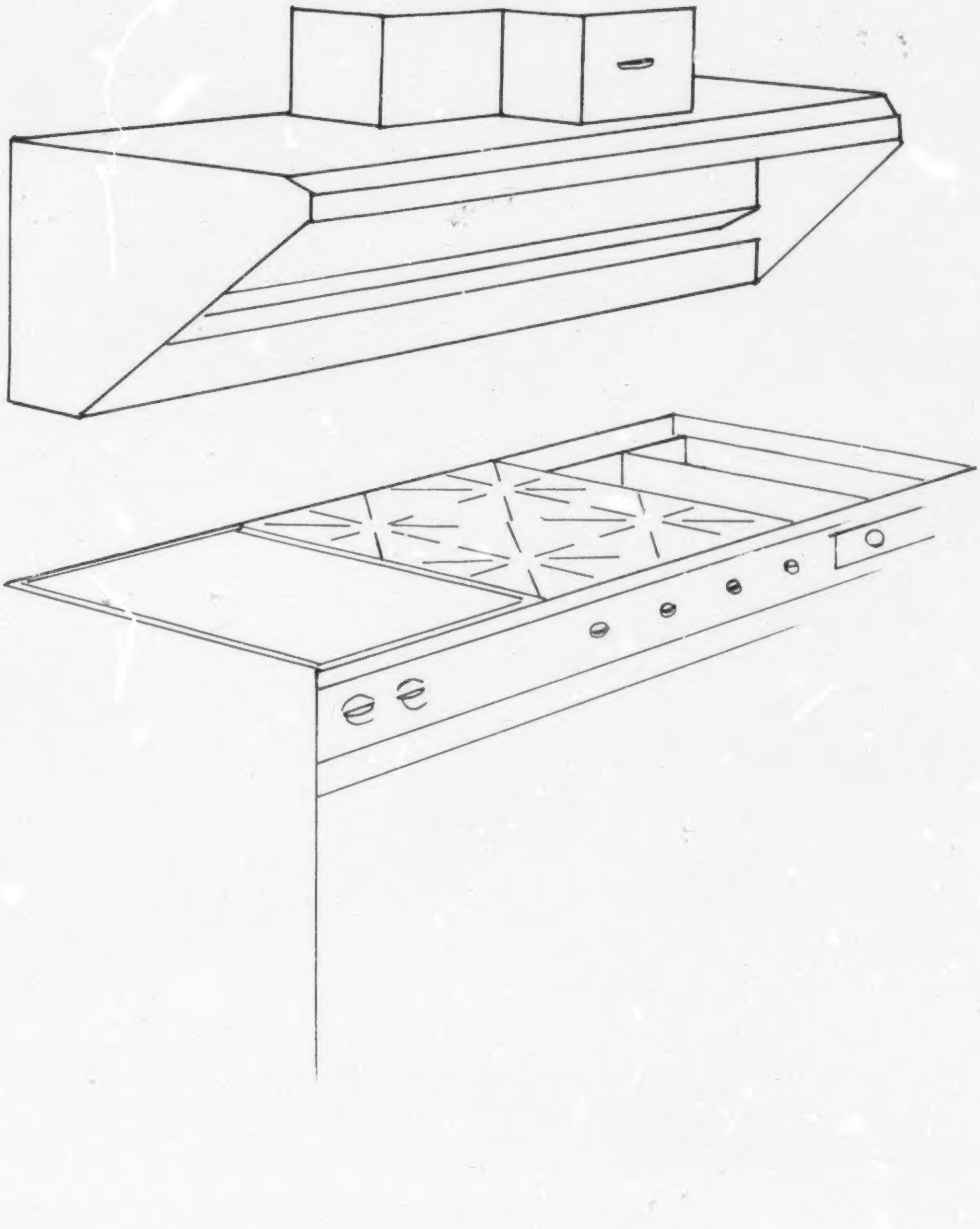
Open Hearth





Salamander- Broiler

VENT-A-HOOD



Steaming Equipment

KEY IDEAS: The steam jacketed kettle provides even heat distribution desirable for many food products.

Pressure sauce pans are used to produce small quantities of vegetables, meat, poultry, and fruits.

Pressure steam cooking produces a product high in nutrition due to faster cooking and the use of less water.

Steam and pressure cooking is a safe method of cooking if the equipment is functioning properly and the food service worker is familiar with the proper use of equipment.

WORDS TO KNOW:
- pressure
- steam valve
- safety valve
- steam jacket
- baskets
- steam compartment
- pressure indicator or gauge
- water level gauge
- broiler tank
- perforated basket
- timer
- pounds pressure
- gaskets
- exhaust valves

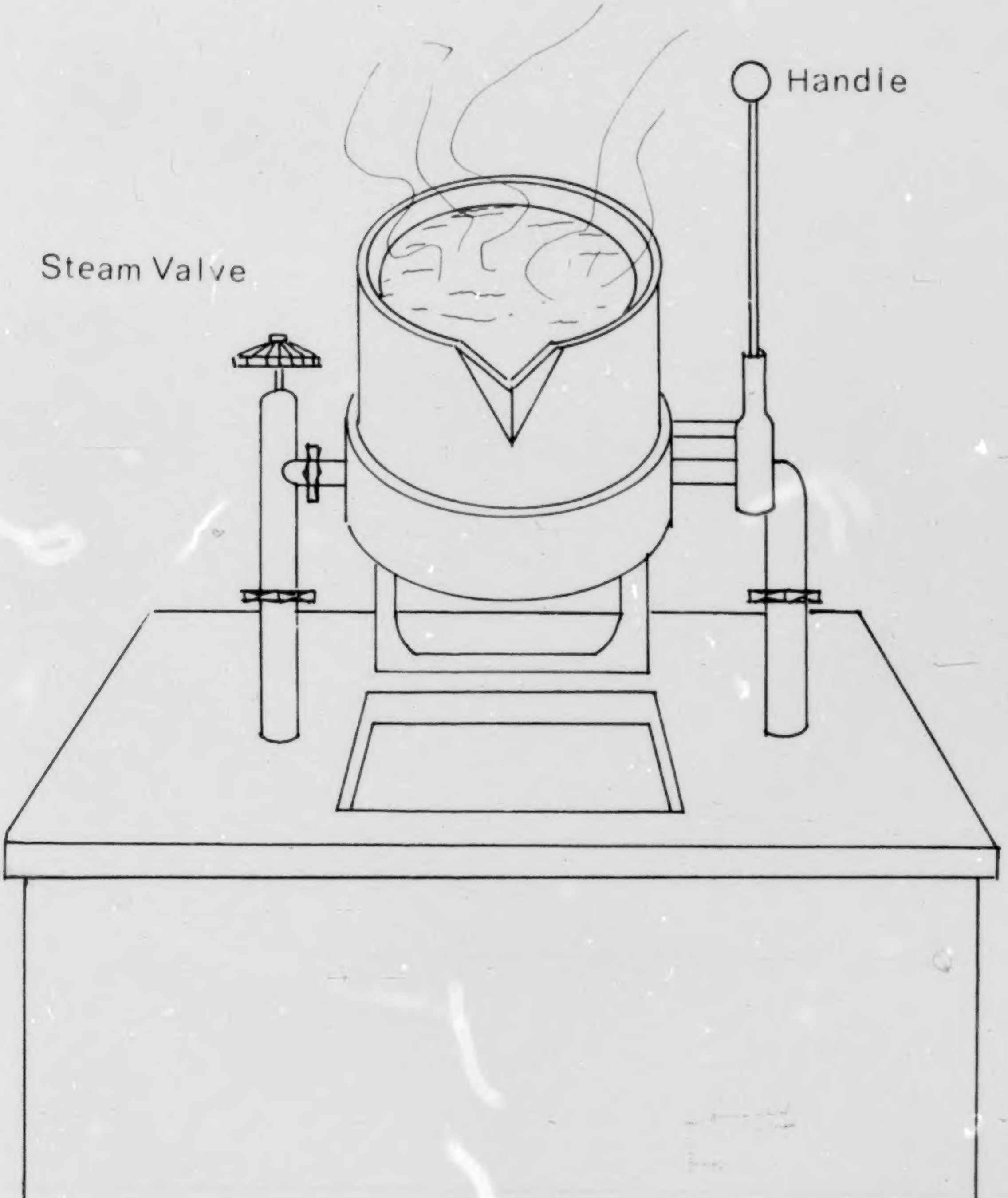
Behavioral Objectives	Learning and Evaluation Experiences
Cite reasons for use of steam in cooking foods (C-K)	Watch a demonstration by the instructor as potatoes are cooked by boiling on top of the range and by using the pressure cooker for the same amount of time. Check the potatoes. Which ones cooked more quickly? Why is shorter cooking time important in commercial food production? What additional reasons are there for using steam?
State differences in steam-jacketed kettle and steamer (C-K)	View pictures and diagrams of steam-type cooking equipment. (See pp. 97-99.) Listen to an explanation of how the steam-jacketed kettle cooks food and how the steamer cooks food. What differences did you observe in the steam-jacketed kettle and the steamer?
	Identify the types of steam cooking equipment shown in pictures or diagrams and state whether steam comes in direct contact with the food in each type equipment.

Behavioral Objectives	Learning and Evaluation Experiences
Identify the varieties of steam-cookery equipment available (C-K)	Tour a large food-service establishment. Identify the types of steam-cooking equipment by checking the items on an equipment list. Discuss the following: What sizes of steam-cookery equipment are available? Are steam kettles tiltable?
	Label diagrams or pictures of the pressure sauce pan, steam-jacketed kettle, and steamer.
	Name aloud the types of steam-cookery equipment as the instructor shows examples on the opaque or overhead projector.
Identify the major parts of the steam-cookery equipment and the use of each part (C-K)	Study illustrated pictures or if available the actual steam kettle, pressure sauce pan, or steamer to identify major parts of the equipment.
	Tour school cafeteria or other food-service establishment and observe as personnel point out the major parts of the steam-cookery equipment and demonstrate their use.
	Practice identifying for a classmate the parts of the pressure cooker, steam-jacketed kettle, and steamer.
	Use a card sort with three headings: pressure sauce pan, steamer, and steam-jacketed kettle. Stack the cards naming the major parts of each under the correct pieces of equipment. Check your answers.
Explain in your own terms the purpose for each part of the steam-cookery equipment (C-C)	Select a labeled part of the pressure sauce pan, steam-jacketed kettle, or steamer, and explain to the class its purpose.

Behavioral Objectives	Learning and Evaluation Experiences
State safe procedures for use and care of the pressure sauce pan (C-K)	View a demonstration of the procedures to follow in using the pressure sauce pan. Note the amount of water used; the method of closing lid properly; the method of maintaining an even pressure by controlling the amount of heat; use of time chart; the method for reducing pressure; the time the sauce pan can be opened safely; and the need for careful cleaning of the rubber gasket. Repeat procedures you have observed for a classmate.
	Observe a demonstration by the instructor on the safe use and care of the steam-jacketed kettle. Examples of food-preparation to be demonstrated: browning and steaming a roast; making stock gravy; cooking vegetables; preparing pudding. Note the following. Which is added to the kettle first, water or vegetables? Are foods cooked at a boil or a simmer? Why should foods be removed immediately after they are cooked?
	View a film on the use of a steamer by a commercial chef. Note the steps to follow in using the steamer and in cleaning the equipment. Note the following. What built-in safety features are there? When can the door be opened? What precaution must be taken to prevent burning one's hands? What tool is used for cleaning the interior of the steamer? Why must door gaskets be cleaned thoroughly?
Give examples of safe procedures for use and care of steam-cookery equipment (C-C)	Divide the class into three teams. Each team will select one piece of steam-cookery equipment and explain to the class the procedures for operating and cleaning the equipment.
	Prepare a flip chart on procedures for using and for cleaning the pressure sauce pan, the steam-jacketed kettle, and the steamer.

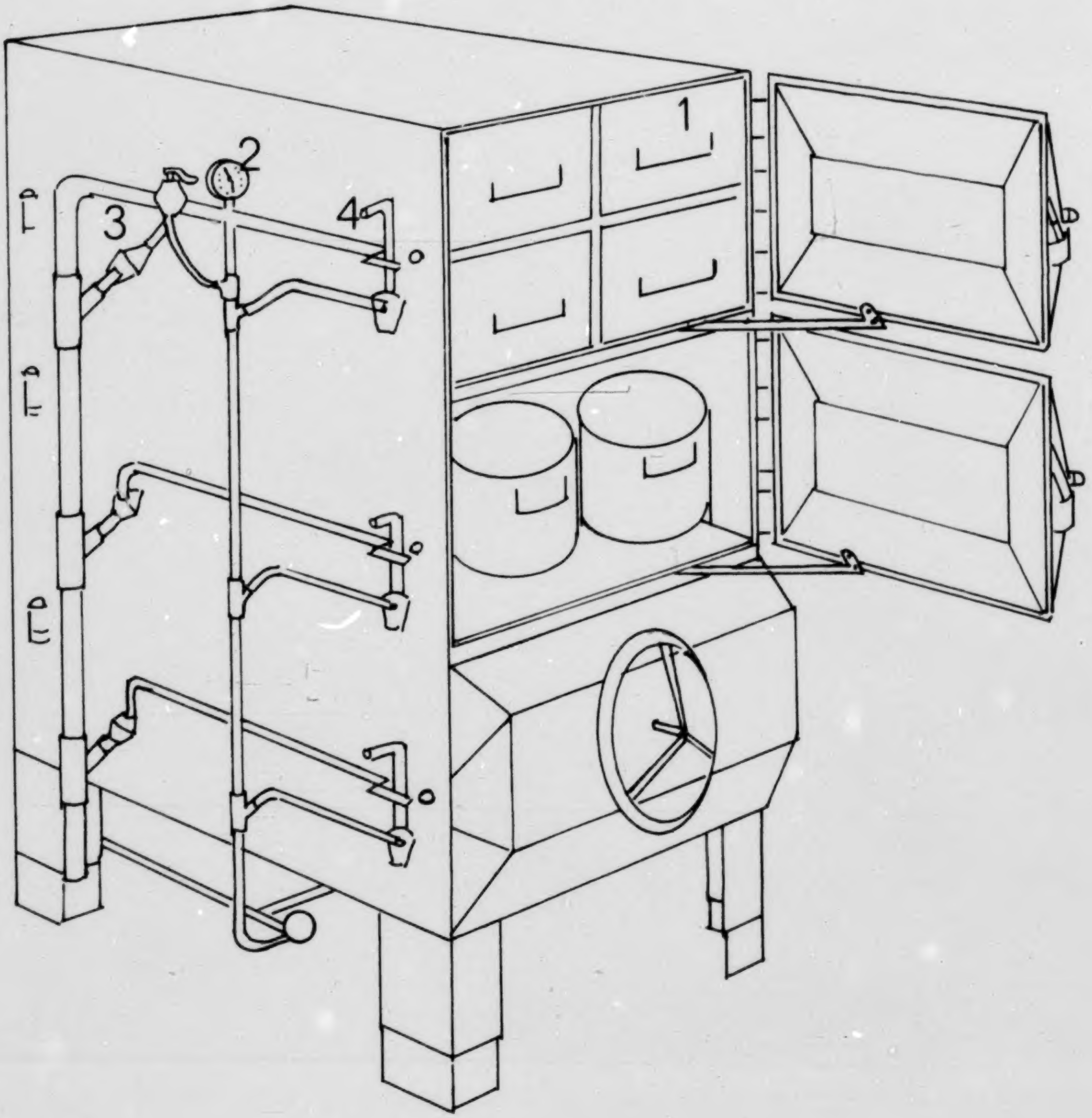
Behavioral Objectives	Learning and Evaluation Experiences
	Pantomime what to do in case of steam equipment failure or malfunction. Examples: steam leaking past the door gasket on a steamer; and steam kettle pops and jumps.
Apply safe procedures for use and care of the steam-cookery equipment (C-Ap)	Practice in the lab operating the steamer, steam-jacketed kettle, and pressure sauce pan according to the procedures outlined on the flip chart. Assist a cafeteria worker in operating steam-cookery equipment if it isn't available in the lab. Rotate until all students have had opportunity to assist.
Perform assigned tasks using steam-cookery equipment (P-M)	Prepare soup using steam-cookery equipment for a "Kettle Soup of the Day." Serve kettle soup with a quick bread. Assist the instructor in cleaning steam-cookery equipment during the semester. Use steam-cookery equipment in preparing foods in the food-service laboratory.
Display continued desire to properly operate and maintain the steam-cookery equipment (A-V)	Initiate the use of the steam-cookery equipment in labs where speed in vegetable and meat cookery is necessary.

STEAM JACKETED KETTLE

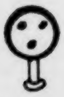

Handie
Steam Valve

COMPARTMENT STEAMER

1. compartment
2. pressure gauge
3. safety valve
4. exhaust valve



PRESSURE SAUCE PAN



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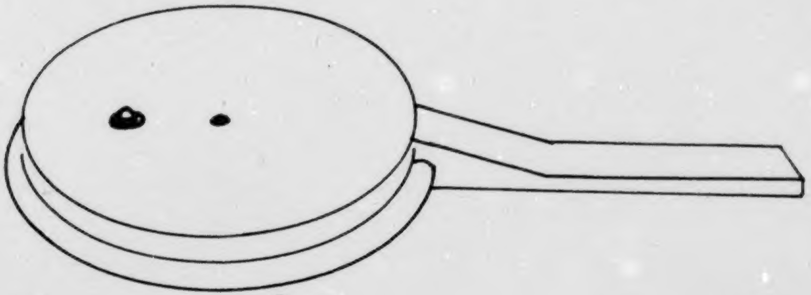

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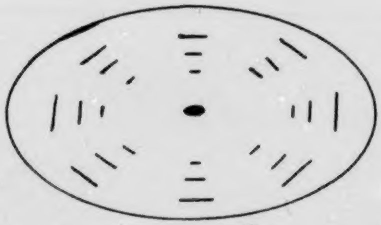

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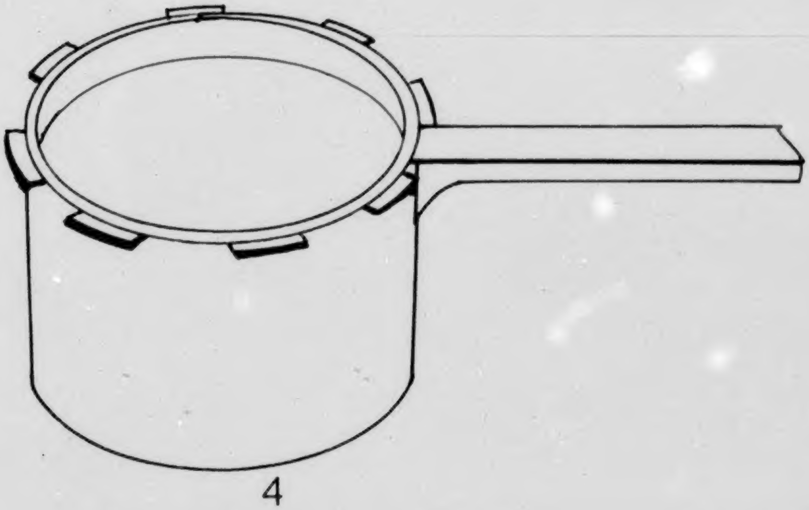


4

Food Preparation Stations

KEY IDEAS: The production of food items at one centralized location such as a work station increases the speed and efficiency of the food-service worker.

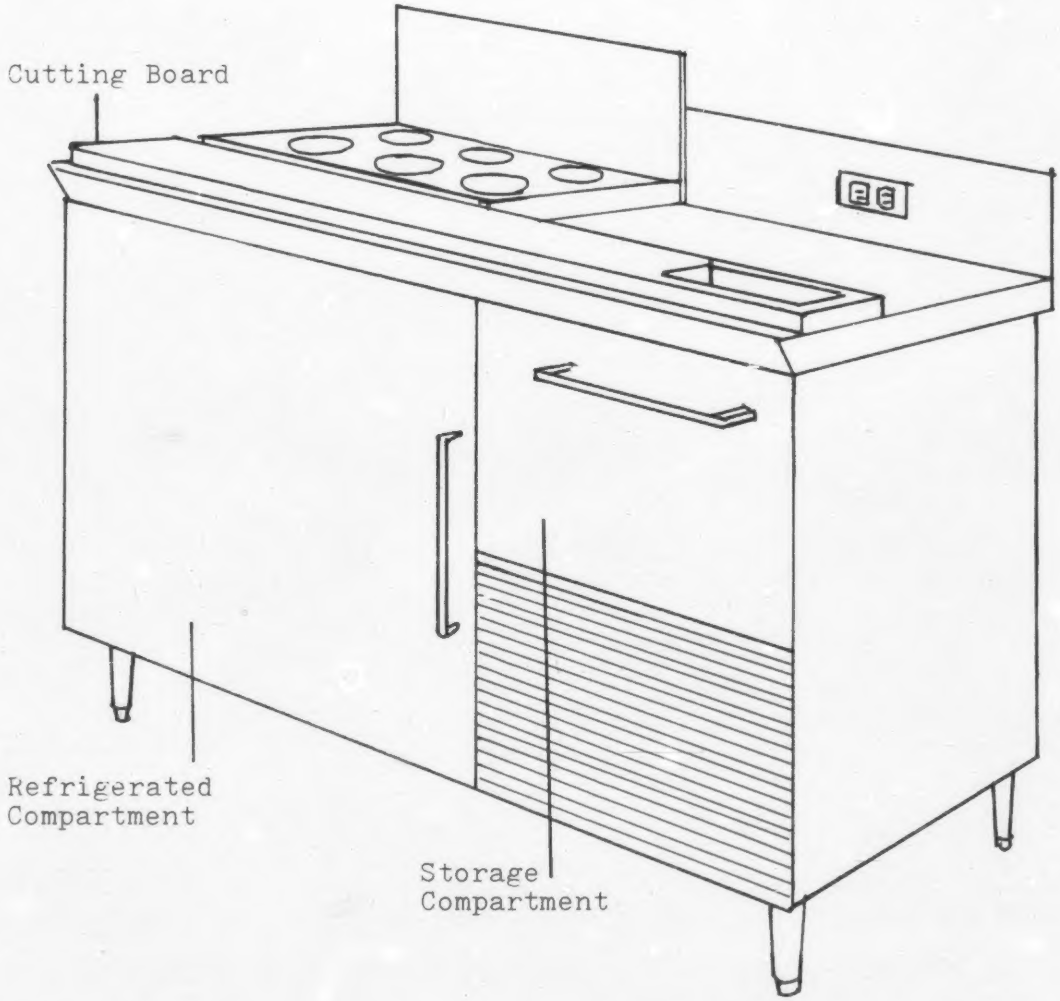
WORDS TO KNOW: drain boards back splash stainless steel ingredient bins

Behavioral Objectives	Learning and Evaluation Experiences
Identify the salad station unit (C-K)	View slides or photographs of various models of the salad station. Identify the set-up for institutional establishments and for a short order establishment. Discuss why the salad station should be located near a reach-in or walk-in refrigerator. View the salad station located in the food-service lab as the teacher indicates the sections of each type. Institutional type: sink and cleaning unit, work table, chopping board, grinding and chopping equipment, movable tanks for salad ingredients, drain boards, back splash, legs, and supports. Short-order type: wells for different salad ingredients, cover, refrigerator unit. (May be same as sandwich station.)
Name the sections of the salad-station unit (C-K)	Name the equipment and sections of the salad station as they are indicated on a transparency.
List procedures for cleaning the salad station (C-K)	Observe a demonstration by the teacher on the steps in sanitizing the salad station. Note the following. Why must a sanitizing solution be used at the end of each shift? Why is deliming done twice a week? Why is the sink sometimes rinsed with a solution that reduces bacteria that causes odor and decay?
Explain the steps in cleaning the salad station (C-C)	Summarize for the class the steps involved in sanitizing the salad station.
Practice steps in cleaning the salad station (P-GR)	Clean the salad station following a lab on vegetable or salad preparation.

Behavioral Objectives	Learning and Evaluation Experiences
Identify the baker's table (C-K)	View pictures of various models of baker's tables. Discuss the types of food preparation done at a baker's table. Why is the mixer located near the baker's table? The baker's scale?
Name the parts of the baker's table (C-K)	Observe the baker's table located as the teacher indicates the major parts: stainless-steel counter top or heavy wooden counter, ingredient shelf, and portable ingredient bins or undershelf.
List the steps in cleaning the baker's table (C-K)	View the cleaning procedure used by cafeteria workers for cleaning the baker's table. Why must loose food particles be scraped away before scrubbing with a cleaning solution? Is stainless steel air dried or dried with a cloth and polished? What chemical is used on wooden-topped baker's tables to keep them sanitary.
Illustrate steps in cleaning the baker's table (C-C)	Prepare to illustrate the effect of water on a surface covered with dried yeast dough. Scrub one section with a sponge and water, scrape another section free of the dried dough, and then wash both with a sanitizing solution. Compare the results.
Carry out procedures for cleaning the baker's table (P-GR)	Clean the baker's table following a yeast-dough demonstration by the teacher.
Acquire speed in cleaning the baker's table (P-M)	Follow a rotation chart and clean the baker's table after labs which include the preparation of bakery products.
Identify the sandwich station (C-K)	View a transparency or pictures of various models of sandwich stations. (See p. 103.)
Name the parts of the sandwich station (C-K)	View transparency overlays of the parts of the sandwich station. Example: the first transparency shows a drawing of the refrigerated compartment; the second, the individual quart-size wells for sandwich ingredients; the third, the work board; and the fourth, the cover for the wells.

Behavioral Objectives	Learning and Evaluation Experiences
	Name the sections of the sandwich station available in the lab as you point to them.
Explain the parts of the sandwich station (C-C)	Describe to the class the purpose of each section of the sandwich station.
Cite the steps in cleaning the sandwich station (C-K)	Watch as the teacher demonstrates the procedure for cleaning the sandwich station. Note the following: How are the stainless-steel areas cleaned? The wooden working areas? The shelves and interior of the refrigeration unit?
Describe proper methods for cleaning the sandwich station (C-C)	Choose one area of the sandwich station and explain to the class the steps in cleaning it.
Follow the correct procedures for cleaning the sandwich station (P-GR)	Clean the sandwich station following a teacher demonstration of short-order sandwiches.
Gain skill in using proper procedures for cleaning the sandwich station (P-M)	Follow a rotation chart and clean the sandwich station properly after all sandwich labs.

SANDWICH STATION


Cutting Board
Refrigerated Compartment
Storage Compartment

Holding and Serving Equipment

KEY IDEAS:

Holding and serving units use dry or steam heat are designed to keep foods hot before and during serving.

A minimum temperature of 140° is necessary to control growth of germs in foods being held in a steam table.

Dry, overcooked foods may be the result of allowing the water in a steam table to boil or give off excessive steam.

Cleaning steam table equipment immediately after use contributes to ease in cleaning.

Cold food holding and serving units use a refrigeration unit or an ice bed to ensure crisp, cold foods.

WORDS TO KNOW:

steam serving table
holding oven
thermostat
cold pans
cold cabinets
dry-heat serving table
cold serving table
pass-through warmer
infra-red lamp
bun warmer
holding refrigerator
banquet cart
portable holding units

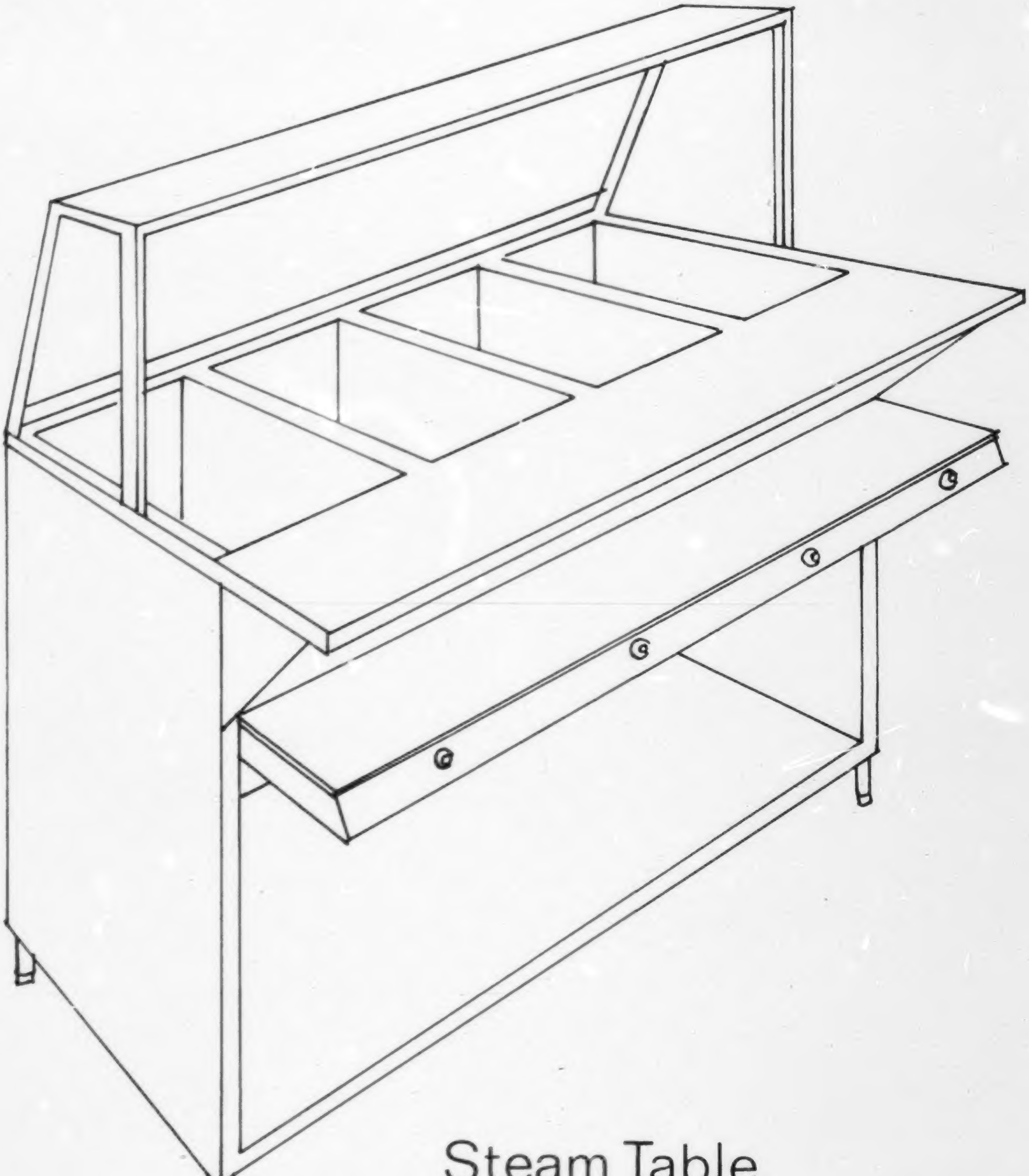
Behavioral Objectives	Learning and Evaluation Experiences
List the most common types of hot food holding and serving units found in food service (C-K)	Make a study tour of the school cafeteria and other food service facilities. Make a list of the types of hot holding and serving units available. View a bulletin board titled, "Keeping Hot Foods Hot!" Name the types of hot food holders pictured on the bulletin board. Use catalogues from equipment supply houses and institution and power-company magazines to locate pictures of hot-food holding and serving units. Cut out and label the pictures. (See pp. 108-110.)
Cite the advantages and disadvantages of common types of hot-food holding and serving units (C-K)	Listen to tapes of food service managers as they discuss the advantages and disadvantages of the common food holding and serving units.

Behavioral Objectives	Learning and Evaluation Experiences
	Study the chart produced by the teacher listing the advantages and disadvantages of various hot holding and serving units. Examples: steam serving table, dry heat serving table, infrared lamp, twin well warmer, and bun warmer. (See p. 111.)
	Tour a hospital kitchen; note the methods used for keeping the food hot while it is being distributed to patients. How do these methods differ from a regular steam table?
	View a film on correct methods for using holding equipment to prevent contamination of food.
Cite safe use and care procedures for each type of hot-food holding and serving unit (C-K)	Study handout which lists precautions for operating hot holding and serving equipment.
	Observe a demonstration by the instructor on the use and care of the hot holding and serving equipment available in the lab.
Describe safe use and care procedures for hot-food holding and serving units (C-C)	Give examples of safety precautions to follow in using each type of hot holding and serving equipment shown on the screen by the opaque projector.
Show safe use and care procedures for hot-food holding and serving units (C-Ap)	Role play the part of a supervisor instructing a new employee, and demonstrate to the class the procedure for using hot holding and serving equipment.
	Set the heat controls and prepare the hot holding and serving equipment for use in serving food. Examples: hamburger lab--hold patties and French fries in steam table and buns in the bun warmer.

Behavioral Objectives	Learning and Evaluation Experiences
Perform assigned tasks using the hot-food holding and serving unit (P-M)	Set up the holding and serving units and place foods in the correct order for serving foods to customers; replenish hot-food supply as necessary without being told; clean the serving and holding units using correct procedures.
List the types of cold-food holding and serving units most commonly found in food service (C-K)	Look through commercial equipment magazines and find the varieties of cold-food holding and serving units. Tour the school cafeteria. Note the type of cold-food holding and serving units used. After returning to class, list on the board the foods served in the cafeteria that required cold holding and serving. Identify diagrams of cold serving tables cooled by ice (or machine) and the holding refrigerator. (See p. 112.)
Cite safe use and care procedures for each type of cold-food holding and serving unit studied (C-K)	View diagrams of the different types of cold holding and serving units available. Listen as an equipment company representative describes their use and care as well as advantages of each type. Watch a demonstration on safe use and care of the cold-food holding and serving unit in the foods lab. List procedures orally for the use of each type of cold holding and serving equipment as the teacher writes the name of each type on the board.
Describe safe use and care procedures for each type of cold-food holding and serving unit (C-C)	Describe to the class how to use the cold holding and serving equipment available. Include how to fill, display food items, remove ice, and clean the equipment. Compare cold food units to refrigerated food units.

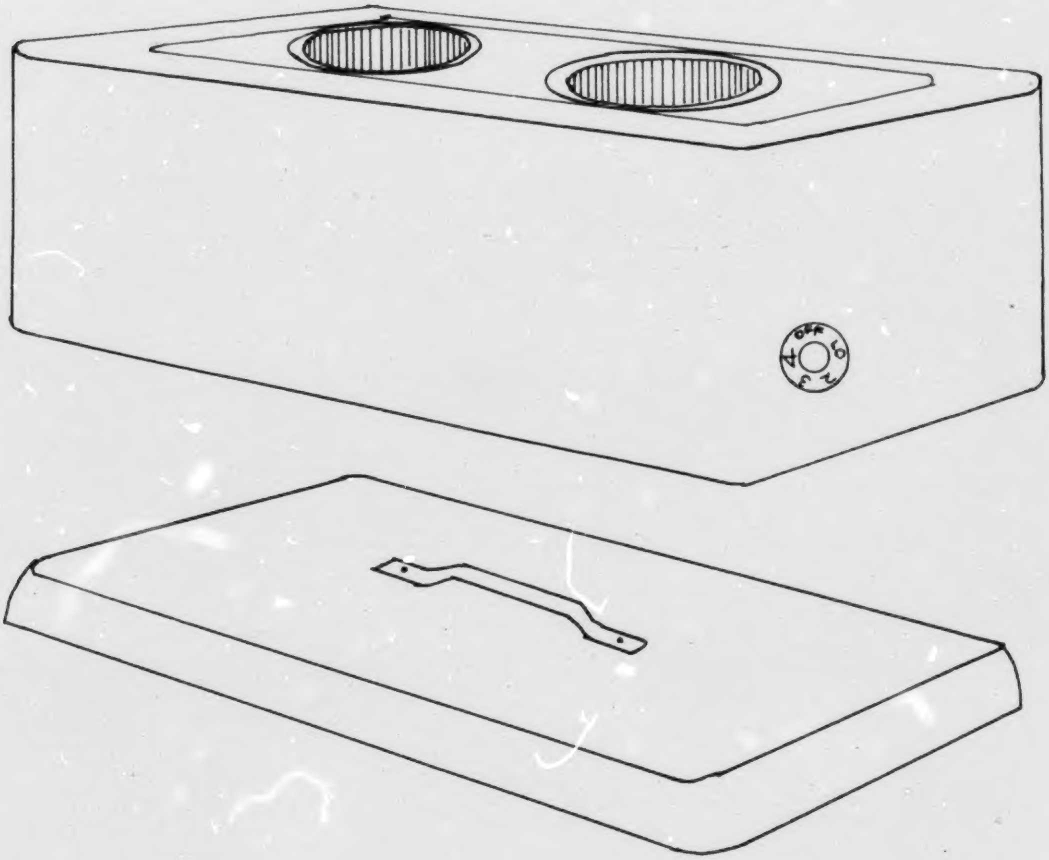
Behavioral Objectives	Learning and Evaluation Experiences
	Role play to illustrate a customer's reactions to a salad case covered with finger prints; a hair in the ice in the cold bain marie; hardened whipped cream on the racks of the cold cabinet.
Demonstrate safe use of the cold-food holding and serving unit (C-Ap)	Prepare a cold-food snack and hold it until ready to serve. Examples: a parfait, mousse, party sandwich, or cold refrigerator pie.
Perform assigned tasks related to each cold-food holding and serving unit studied (P-M)	Store cold items such as salads, desserts, juice, and milk during lab in turn according to a rotating duty chart.
	Prepare individual cold plates according to a special order.
Choose to safely use and care for cold and hot holding and serving units (A-Res)	Survey several persons on the topic "What Bugs Me Most About Restaurant Food." Present the findings to the class. How many times was food served at the wrong temperature listed as a complaint?
	Take responsibility for ensuring that food prepared is served at the correct temperature without being told.

HOT SERVING AND HOLDING UNITS

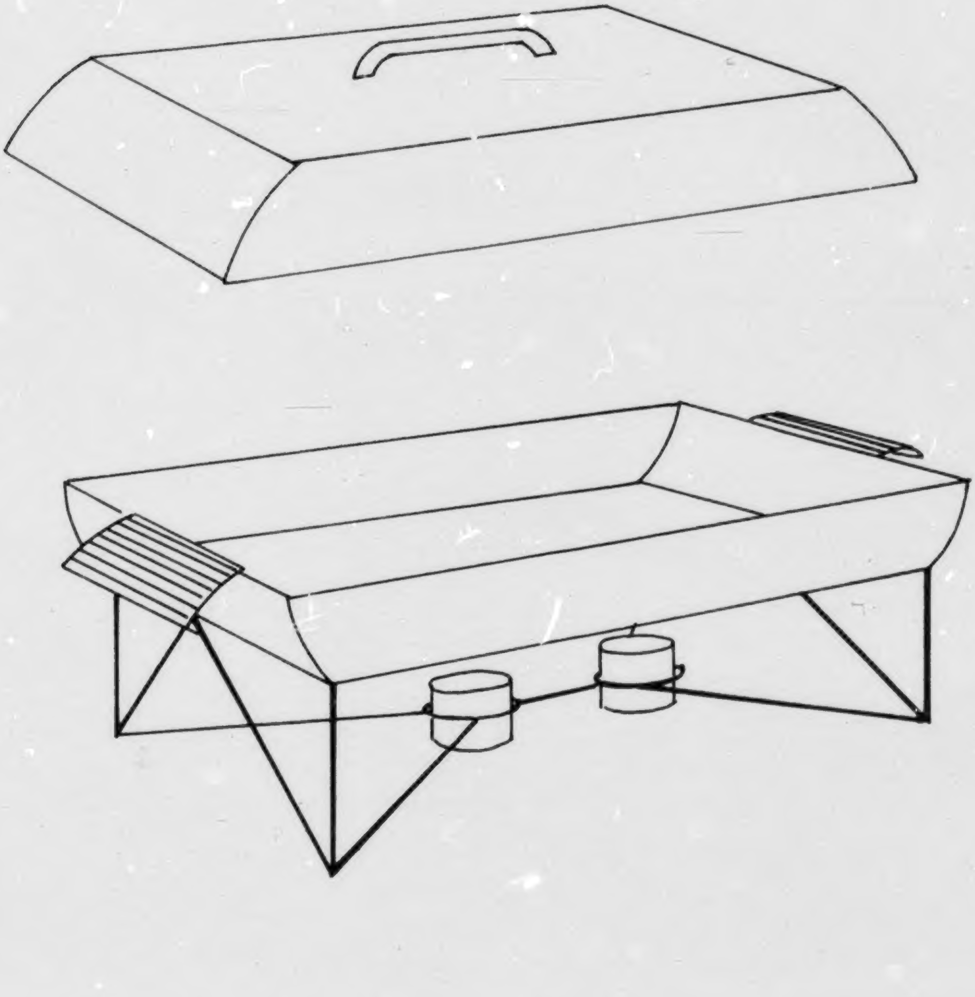


Steam Table

TWIN-WELL COUNTER FOOD WARMER



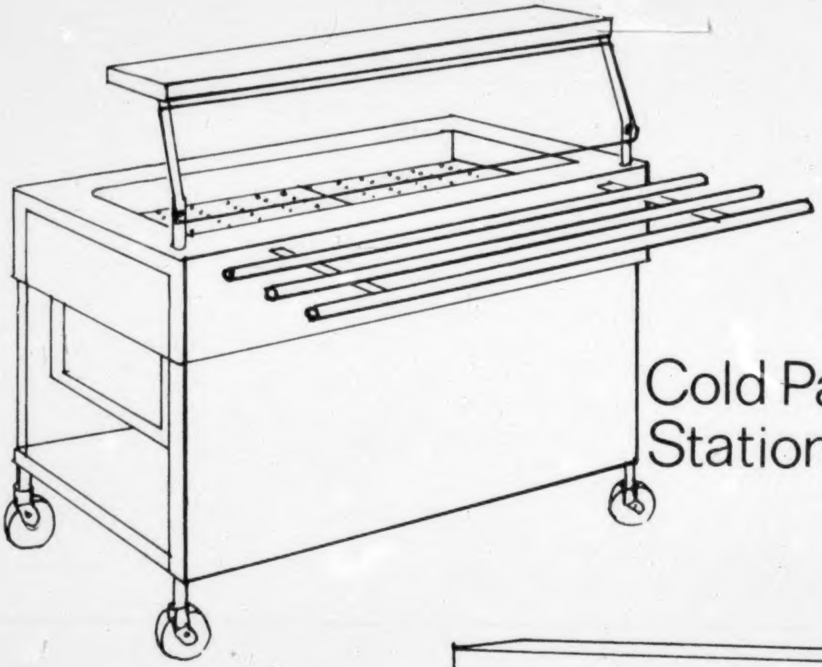
PORTABLE HOT FOOD WARMER



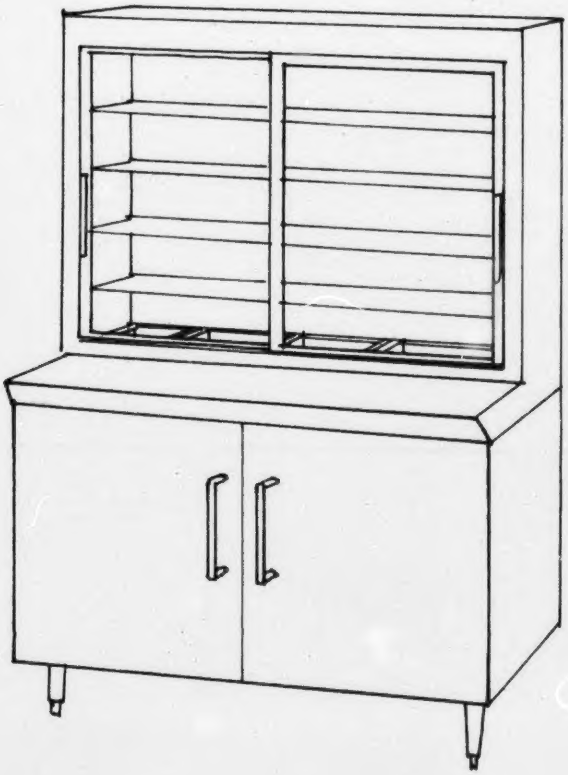
Advantages and Disadvantages of Hot Holding and Serving Units

	Advantages	Disadvantages
Infrared Lamp	1. Is portable.	1. Dries food out.
Steam Serving Table	1. Holds all types of foods. 2. Holds large quantities of food. 3. Reduces food shrinkage. 4. Keeps foods at a hotter serving temperature.	1. Water level must be checked. 2. Must be preheated. 3. Water must be drained daily. 4. Food quality must be checked at intervals to prevent overcooking or sogginess of some food products. 5. Possibility of burns when replacing or removing counter pans.
Dry heat Table	1. Less trouble since no water is used. 2. Temperature easily controlled.	1. Dries food out. 2. Sometimes burns food on the bottom of the counter pan. 3. Possibility of burns when replacing or removing counter pans.
Bun Warmer	1. Keeps bread from drying out. 2. Efficient method for holding hot breads as breads can be prepared ahead. 3. Easy to clean.	1. Limited number of types of foods that can be placed in the warmer.
Twin well warmer	1. Particularly good for holding sauces and gravies. 2. Can be used with or without steam.	1. Is portable. 2. Used for limited quantity 3. Water level must be checked if steam is being used. 4. Water must be drained daily. 5. Must be preheated.

COLD HOLDING AND SERVING UNITS



Cold Pan Station



Salad Case

Cold Storage Equipment

KEY IDEAS: Properly operating cold-storage equipment is a major contributor to the economic success of a food-service operation.

Checking contents of cold-storage facilities each day is a safeguard against defective equipment and food spoilage.

WORDS TO KNOW:
vapor moisture-proof paper
thaw
hydrator
spoil
freeze
crisper
temperature
chill
meat drawer

Behavioral Objectives	Learning and Evaluation Experiences
Identify the purposes of storing food in the refrigerator and freezer (C-K)	Discuss as a group reasons for refrigerating foods. Examples: to prevent spoilage, improve taste of some foods, preserve for a longer period of time, and improve texture or add crispness.
Identify types of cold-storage facilities (C-K)	Locate pictures of reach-in and walk-in freezers and refrigerators. Take a study tour to view the cold-storage facilities in the school cafeteria or other food-service establishments. Note the following. Are boxes stacked next to the wall? Is anything stored directly on the floor? Are new supplies stored in front of older supplies? Label pictures or diagrams of cold-storage facilities.
Identify storage areas of the refrigerator and the freezer (C-K)	View a chart which indicates what types of foods should be stored in each of these sections: cold, colder, and coldest freezing compartment. Label the shelves of the lab refrigerator with the following terms: cold, colder, coldest, freezing.
State procedures for storing specific foods in refrigerator or freezer (C-K)	Study a handout sheet on methods for placing foods in walk-in freezers and refrigerators.

Behavioral Objectives	Learning and Evaluation Experiences
Illustrate storage of food in refrigerator and freezer (C-C)	Place food models on a flannel board under the proper cold-storage catagory.
	Draw sketches of a walk-in freezer and a walk-in refrigerator. Draw in the proper place the following foods: boxes of frozen meat patties, cheese, non fat dry milk, fresh peaches, and crates of eggs.
Identify safe procedures for use and care of the refrigerator and freezer (C-K)	List safety measures in using and cleaning the freezer or refrigerator. Discuss what to do in the following situations: excessive frost in coils and unusual noises or vibrations from the cooling unit.
	Study a handout on how to defrost the refrigerator in the lab. Name the steps to a classmate without looking at the handout.
	Watch a demonstration by the instructor on proper procedures for cleaning the commercial freezer and refrigerator. Note the importance of cleaning up spills in a walk-in freezer or refrigerator; the importance of the use of soda instead of detergents for cleaning reach-in refrigerator; and the importance of observing the temperature gauge or dial in the laboratory refrigerator and freezer.
	Cite in round-robin style procedures for use and care of commercial refrigerators and freezers.
Illustrate safe procedures for use and care of the refrigerator and freezer (C-C)	Make a poster to illustrate the care and cleaning of the refrigerator and freezer. Display the poster near the refrigerator and freezer.
Apply safe procedures in use and care of the refrigerator and freezer (C-Ap)	Use correct procedures for storing foods in the refrigerator and freezer during training in food services.

Behavioral Objectives	Learning and Evaluation Experiences
Initiate precautionary measures in using and maintaining the *refrigerator and freezer (A-V)*	Report and remove food items which have been in the refrigerator or freezer too *long or aren't properly covered or* wrapped. Wipe up any spills immediately even though it is not your turn to clean the cold storage areas.

CONCEPT: Small Equipment for Commercial Food Production

JUSTIFICATION:

Essential to efficiency and quality in food preparation in the food service industry is a knowledge of small equipment and its proper use. Accurate use of measuring equipment contributes to consistant quality. Customer satisfaction is increased by the use of decorating equipment to create appealing food. The food service employee's provision of proper serving equipment, and clean linens also contributes to customer satisfaction and to the atmosphere of the establishment. Appropriate and clean serving equipment and linens aid in assuring sanitation in food service.

Use of cleaning equipment designed for specific jobs helps provide the safe and sanitary environment necessary in a food service establishment.

OVERALL OBJECTIVES:

Choose safe procedures in the use and care of small equipment (A-V)

Gain skill in the use of small equipment (P-M)

Employ correct techniques in the use and care of small equipment (C-Ap)

Hand Utensils

KEY IDEAS:

Hand utensils are used for a variety of preparation and serving tasks associated with quantity food production.

The ability to select the appropriate piece of equipment to do a specific task is necessary for employment in food service.

Following safe procedures for use and care of hand utensils increases their life and contributes to the overall safety and sanitation of the operation.

WORDS TO KNOW:

- mixing bowls
- mixing spoons
- solid, pierced, and slotted spoons
- wooden spoon
- ladle
- dipper
- rotary beater
- wire wisk beater
- spatula
- turner
- bowl scraper
- narrow-blade spatula
- wide-blade spatula
- spreader
- hamburger turner
- spatula turner
- sandwich spreader
- food tongs
- funnel
- strainer
- flour sieve
- shaker
- pastry board
- individual gelatin molds
- colander
- dough blender
- rolling pin
- pastry wheel
- pastry brush
- vegetable brush
- pat brush
- candy and frying thermometers
- meat and oven thermometers
- timer
- cooling racks

Behavioral Objectives	Learning and Evaluation Experiences
Identify hand utensils commonly found in food service (C-K)	View transparancies to learn the identity of hand utensils. Repeat the name of each utensil as the teacher points it out on the transparancy. Draw a card from the cards provided by the teacher. The words on the card will correspond with a hand utensil. Locate the hand utensil named on the card. Make a display by placing the utensil and its name card on a table indicated by the teacher. Study the display of utensils and name cards to learn the identity of hand utensils.
State uses of hand utensils (C-K)	Watch demonstrations by the instructor on the proper use of hand utensils.

Behavioral Objectives	Learning and Evaluation Experiences
	Explain the uses of each hand utensil as the teacher holds up the utensil.
	Divide into groups of four to study the uses of each hand utensil pictured on the cards provided by the teacher. (Teacher provides groups with 3 X 5 flash cards showing pictures of utensils on one side and the use on the other side. The cards are different for each group). Groups exchange cards to study so individuals can learn the uses of all the hand utensils.
Practice use of hand utensils (P-GR)	Choose a hand utensil from the display arranged by the teacher. Identify the utensil and give a mock demonstration on the use of the hand utensil in food preparation.
	Divide into two groups for a game identifying the hand utensils used in food service. Each team selects a team name and a captain. The two teams are seated facing each other and the team members answer in turn. Alternate questions, giving the team a point for a correct answer and penalizing each team two points for a member answering out of turn or cheating. A wrong or unanswered question by one team is then given to the other team to answer. (Teacher decides end of game in advance. Depending on class size, the game could end when one team scores 20 points or when each team member has had three or four turns.)
	Play "Hot Pepper" (musical utensils) to learn the identity of hand utensils. (The teacher will choose the hand utensils to pass and she will hand the utensil to the students in the circle. The teacher will start and stop the music.) Stand in a circle. Pass out one hand utensil, play music, and pass the hand utensil around the circle, each person repeating the name of that piece. When

Behavioral Objectives	Learning and Evaluation Experiences
	the music stops, the one holding the utensil is out of the game. Continue play, using other hand utensils, until only one player is left in the game. The remaining player is the winner.
	Play "What's in the Bag?" to learn the identity of hand utensils used in food service. The teacher places hand utensils in paper bags and places them on a nearby table. (In choosing hand utensils for the game the teacher should keep in mind the safety of the student.) Players stand in a circle. One member is chosen to be "it" and stands outside the circle. The player who is "it" chooses a sack from the table, walks around the circle, stops in front of a member of the circle, and hands the sack to the person. The person in the circle is blindfolded, then removes the utensil from the sack and identifies the utensil by feeling rather than seeing. Only one answer can be given to identify the utensil. When a correct answer is given, the player in the circle exchanges places with the player who is "it" and play continues. When the answer given is wrong the utensil is placed in the sack and returned to the table, and the person who is "it" must choose another sack and another person in the circle. Play continues until all hand utensils in the sacks have been correctly identified.
State safe procedures for use and care of the hand utensils used in food service (C-K)	Watch a demonstration by the instructor on the proper use and care of the hand utensils used in food service. After watching the demonstration, list at least five hand utensils used in food preparation. Answer the following questions about the hand utensils you have listed. What procedures should you follow in the care of these pieces of equipment? What safety precautions should you observe as you use or clean these pieces of equipment?

Behavioral Objectives	Learning and Evaluation Experiences
Give examples of safe use and care procedures for hand utensils used in food services (C-C)	Describe use and care procedures for specific hand utensils. Let classmates decide if the procedure described is correct or incorrect.
Attempt to safely use and care for hand utensils found in food services (P-GR)	Select a hand utensil used in food service. Identify the hand utensil and give a mock demonstration of its safe use and care. Let teacher and classmates suggest ways to improve.
	Draw a card for your assignment. (Teacher provides the class with cards stating the name of a hand utensil found in food service.) Locate the hand utensil named on your card. Explain in your own words how to safely use and care for the hand utensil that is named on the card. Tell where the utensil should be stored.
	Participate in a game of "Scavenger Hunt" to learn the safe procedure for use and care of hand utensils used in food service. Divide into two teams. The teacher gives each team a list of hand utensils to locate in the food service lab during a certain period of time. Identify the safe use and care as well as the names of the hand utensils. The first team to complete the assignment in the allotted time is the winner.
Relate hand utensil to assigned tasks (C-Ap)	View transparancies of various tasks in food services. Identify the appropriate hand utensil that should be used for the task. Explain your choice to the class.
	Write your name beside one of the assigned tasks the teacher has listed on the chalkboard. Locate, in the lab, the appropriate hand utensil for the task. When the teacher calls the name of the task, explain to the class why you have chosen the hand utensil for this particular task.

Behavioral Objectives	Learning and Evaluation Experiences
Perform assigned task using hand utensil efficiently (P-M)	Draw a card from the cards provided by the teacher. The number on the card will correspond with the numbered tasks written on the chalk board. Select the appropriate hand utensil for the task and perform the task using the safe procedure.
	Work in small groups. Volunteer to do one of the tasks listed on the chalkboard. Locate the correct hand utensils for your task. Perform your task using the correct hand utensils. Follow the safe procedure for use and care of the hand utensils. (Teacher will provide a list of tasks that utilize use of several of the hand utensils. Types of tasks might include making the following: jello, pie crust, pie filling, or meringue.)
Choose safe procedures in use and care of hand utensils (A-V)	Divide into small groups. Each group brainstorm on the importance of using safe procedures in using and caring for hand utensils in food service.
	Participate in group discussion on the following topics. (1) Following safe procedures for use and care of hand utensils increases their life span. (2) Following safe procedures for use and care of hand utensils contributes to the overall safety and sanitation of a food-service operation.
	Observe the safe procedure for the use and care of hand utensils in the food-service lab.
	Follow the safe procedure in using and caring for the hand utensils.

Cutting Equipment

KEY IDEAS: Specific knives are designed for particular food-preparation tasks.

The ability to select the appropriate knife for a specific task is necessary for maximum efficiency and production in food services.

Following safe procedures in the use, care, and storage of knives will help to eliminate accidents.

Proper use and care of knives contributes to their satisfactory performance and lasting service.

WORDS TO KNOW:

cutlery
blade
handle
point
serrated
section
edge
core
peel
cut
slice
wedge
chop
dice
mince
trim
dress
peeler
salad master
bread knife
boning knife
French knife
butcher knife
paring knife
fruit-and salad knife
slicer, ham and roast
electric slicing knife
table steak knife
carving fork
carving knife
cleaver
kitchen shears
potato cutter
potato cutter
food chopper
egg slicer
butter slicer
pizza cutting wheel
doughnut/biscuit cutter
dough cutter
narrow blade spatula
wide blade spatula
cutting board
cutlery rack
rack slots
sharpening steel
food chopper

Behavioral Objectives	Learning and Evaluation Experiences
Identify the cutting devices used in food service (C-K)	View a transparency to learn the identity of cutting devices. Name the particular cutting device as the teacher points it out on the transparency. (See p. 128.) Take a field trip to a restaurant-supply store to learn about the types of knives used in food service. Name four knives used in food service.

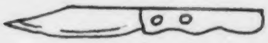
Behavioral Objectives	Learning and Evaluation Experiences
	View a filmstrip to learn the identity of cutting devices used in food services. Discuss the kinds of knife blades and the kinds of knife handles found on the cutting devices. What is meant by point, edge, back, and handle of knife? What are the names of some of the most common knives used in food preparation?
	Identify the cutting devices from a display of the different hand utensils used in food service. When the cutting device is correctly identified, remove it from the display and place it on a table. Take turns identifying the equipment until all cutting devices have been removed from the display of hand utensils and placed on the table.
State the correct uses of knives used in food preparation (C-K)	View a transparency to learn the uses of knives used in food preparation. (See p. 129.) List four knives and name the uses of each knife you have listed.
	Watch a film on salad preparation. For what was the French knife used? Which knife was used for sectioning the citrus fruits?
	Play the game of "Knif-O" (played the same as Bingo) to learn the correct use for a specific knife in food preparation. (Teacher provides the students with markers--buttons or circles cut from construction paper--and "Knif-O" cards printed with the names of the knives. The center square on the card is a free square. The names of the knives may be used more than once.) As the teacher reads a description of a knife and its uses, place a marker on the corresponding name on the "Knif-O" card. When markers are placed on five squares in a straight line--either vertical, horizontal or diagional--call out "Knif-O" and win the game.

Behavioral Objectives	Learning and Evaluation Experiences
Illustrate use of knives in food service (C-C)	Divide the class into pairs. Prepare posters to illustrate the correct use of the most common knives used in food preparation. Illustrate the poster with a drawing or a picture of the knife; include the name of the knife, the size of the blade, and pictures of the foods the knife should be used to cut. Each team will explain its poster to the class. Place the posters in the lab for reference and review.
	Choose a knife from the display arranged by the teacher. Identify the knife and explain the uses of the knife to the class.
Relate the correct knife to a specific task (C-Ap)	Select a picture of a prepared food such as salad, fruit, meat dish, etc. Locate the correct knife or knives to be used in preparing the food in the picture. Identify the knife and explain your decision to the class.
State safety practices to be followed in the use and care of knives (C-K)	Choose one of the safety guidelines listed in the handout on safety practices in using cutlery (See p. 131.) In your own words, explain the safety practice to the class. Give two reasons for taking care of knives.
Cite safety techniques for using specific knives (C-K)	View a filmstrip on the use, care, and safety of knives. Why does it take more than one knife to prepare a meal? What makes a quality knife? What safety procedures were observed in the use and care of knives? How should knives be stored? When carrying a knife, how should the knife be held? How do you wash and wipe a knife?
	Listen to a restaurant or food-service manager explain the safe use and care of knives. What accidents involving knives are most common? How should knives be placed in the dishwashing sink? How should knives be stored?

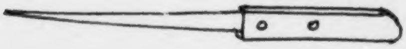
Behavioral Objectives	Learning and Evaluation Experiences
	Watch a demonstration by the instructor on the correct use of the knives used in food preparation. What are uses for the paring knife, boning knife, French knife, butcher knife, roast slicer, and carving knife? Why is it important to know the correct use of each knife?
Explain safety practices to be followed in the use and care of knives (C-C)	Select a knife and explain the safe use and care of the knife to the class.
Attempt to safely use the correct knife for a task (P-GR)	Write your name beside one of the assigned tasks the teacher has listed on the board. Locate, in the lab, the appropriate knife for the task. When the teacher calls the name of the task, identify the knife you have chosen and demonstrate its safe use in performing the task to the class.
	Perform an assigned task using the correct knife in a safe manner. Tasks might include slicing and cutting raw fruits and vegetables, cutting cakes or sandwiches, coring lettuce, paring and sectioning fruits, removing eyes from potatoes, and peeling fruits or vegetables.
Perform a specific task in food preparation using the correct knife (P-M)	Work in small groups to prepare the assigned salad for a salad luncheon using the appropriate knives. Practice safety when using the knives. Salads might include tossed salad, meat salad, cole slaw, fruit salad, carrot curls, radish roses, or stuffed celery.
State the procedure for sharpening knives (C-K)	Watch a demonstration by the instructor on the use of sharpening steel. What is a common test for the sharpness of the cutting edge of a knife?
Attempt to sharpen a knife with the sharpening steel (P-GR)	Take turns sharpening knives using sharpening steel under the teacher's supervision. Follow safety practices when working with knives.

Behavioral Objectives	Learning and Evaluation Experiences
Display continuing desire to use, store, and care for knives in a safe manner (A-V)	Choose to use, store and care for knives safely when working on assignments in the food-service lab.

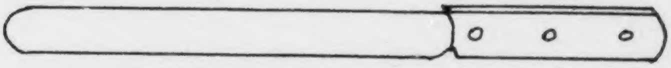
CUTTING DEVICES



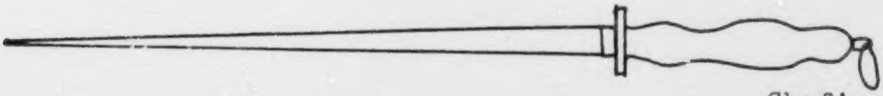
Paring Knife



Boning Knife



Roast Slicer



Chef's Steel
(Magnetized)

French Cook's
Knife

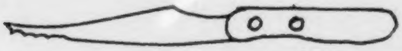
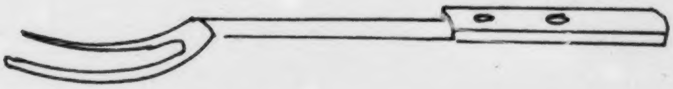
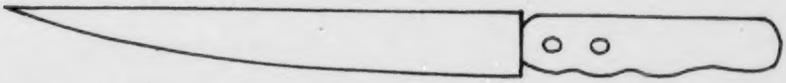


Table Steak Knife



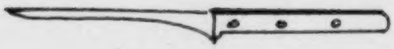
Carving Fork



Carving Knife

Most Common Knives and Their Uses

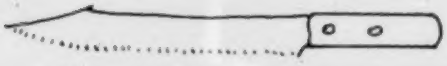
BONING KNIFE



disjointing fowl
separating meat from bone
dicing raw meats
coring lettuce

5" to 6" blade made of stainless or carbon steel--wooden or plastic handle

BREAD KNIFE

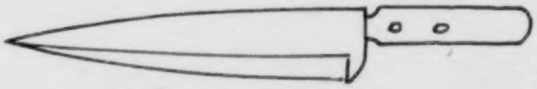


slicing bread or cake

9" blade with serrated edge

HINT FOR USING: Hold bread or cake lightly and use a sawing motion with the knife.

FRENCH KNIFE

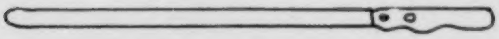


slicing and cutting raw fruits and vegetables
slicing hot or warm meat
chopping small quantities of materials, such as parsley, onions, and nuts
dicing and mincing ingredients

8" to 12" blade of crucible or stainless steel--wooden handle

HINT FOR USING: Hold point of knife on cutting board with one hand. Use other hand to lift handle of knife in an up-and-down slicing motion.

SLICER

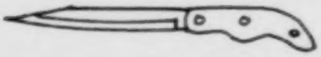


slicing tomatoes
slicing lettuce wedges
slicing roast or ham
cutting cakes or sandwiches

10" to 16" carbon or stainless-steel blade which may be serrated--wooden or plastic handle

HINT FOR USING: When slicing meat, use back-and-forth sawing motion.

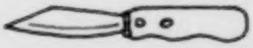
FRUIT AND SALAD KNIFE



coring lettuce
paring and sectioning fruits

5-1/2" to 6" stainless-steel blade

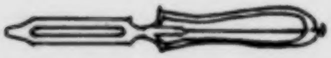
PARING KNIF



paring fruits and vegetables
removing eyes from potatoes

3" to 3-1/2" blade of carbon or stainless steel

PEELER



slicing thin strips of fruits and vegetables
peeling fruits
peeling vegetables

6" floating blade

Knives which are kept sharp are both easier and safer to use. Less pressure is required when the knife is sharp and there is less danger that the knife will slip.

Practices to follow which will help to keep knives sharp are listed below.

1. Wash knives by themselves, rather than with other utensils.
2. Place knives in the dishwashing sink with the handles together and the blades pointed in the same direction.
3. Dry each knife separately and store in knife rack or specified place in the drawer.
4. Use only for cutting and slicing, not for prying lids or cans open.

SAFETY PRACTICES IN USING CUTLERY

Proper use and care of knives is an important factor in keeping knives in good condition. Following are some guidelines[1] for using knives.

1. Use the correct knife for a particular job.
2. Use a cutting board whenever possible.
3. Always wash and wipe a knife from the back of the blade, being sure that the fingers do not extend to the cutting edge. Do not wash a knife in the dishwasher as it dulls the blade.
4. Do not put a knife down into water where it is not easily seen.
5. When carrying a knife, hold it with the point downward.
6. Never hold a knife by the blade.
7. Do not use a knife as a lever to pry jar lids off, open boxes, or for other similar purposes.
8. Do not use a knife for cutting paper and string or for sharpening pencils.
9. A sharp knife is safer than a dull knife if it is used effectively and carefully.
10. Knives stored in racks or in slots in drawers can be picked up more safely than those which are thrown into a drawer.
11. Do not use a knife to turn food, such as hamburger patties, steaks, pork chops, or pancakes, since heat will damage the blade.

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[1] U.S. Department of Agriculture, Training Course Outline on Use and Care of Equipment. Washington, D.C.: U.S. Government Printing Office. 1960, pp. 132.

Can Openers

KEY IDEAS: The commercial can opener is designed to remove the lids from cans ranging from small through institutional sizes.

When properly used, the can opener saves much time and energy.

Following safe procedures for use and care of the can opener increases its life, and contributes to the overall safety and sanitation of the food-service operation.

WORDS TO KNOW:

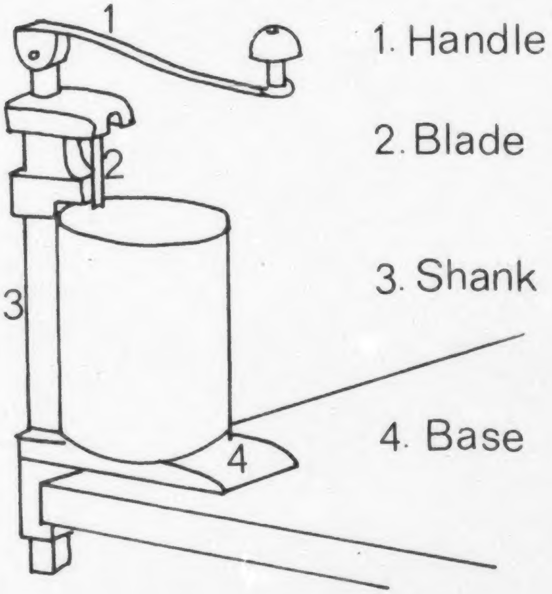
- handle
- blade
- electric can opener
- shank
- base
- electric lever or arm
- bench mounted
- hand-operated can opener

Behavioral Objectives	Learning and Evaluation Experiences
Identify commercial can openers (C-K)	Look at picture cards to learn the identity of different types of commercial can openers. What are the differences in the types of can openers? Identify can openers found in the lab.
Identify the parts of commercial can openers (C-K)	View a transparency to learn to identify the parts of the can opener. (See p. 134). Identify the parts of the can opener as the teacher points it out on the transparency. What is the can opener used for? Explain, in your own words, the purpose of the handle, blade, shank, and base in the operation of the can opener.
State safe procedures for use and care of the commercial can openers (C-K)	Watch a demonstration by the teacher of safe procedures for the use and care of commercial can openers. How do you remove and clean the shank? Why do you inspect the blade? How do you clean the base? What effect do the acids from fruits and vegetables have on the can opener?

Behavioral Objectives	Learning and Evaluation Experiences
Attempt to safely use the commercial can opener (P-GR)	Open a can with the commercial can opener using a safe procedure. (The teacher provides empty cans obtained from a food-service institution.)
Operate the commercial can opener with safety and efficiency (P-M)	Perform assigned tasks operating the can opener as needed with safety and efficiency. Check for any food deposits remaining on the blade of the can opener.
Display continued desire to properly operate and maintain the can opener (A-V)	Wipe off the blade of the can opener with a damp cloth between each operation with different food products.
	Clean the can opener after daily usage. Inspect for cleanliness and for damage to blade that causes metal on cans to peel.
	Observe voluntarily the safe procedures for use and care of the can opener when working in the food-service lab.

IDENTIFICATION OF PARTS

Bench-Type Manual Can Opener[1]



How to Operate a Bench-Type Manual Can Opener.

What to do:	How to do it:
1. Lift handle and puncture can.	1. Lift handle to vertical position until cutting blade is about 1 inch above can. Place can on base. Wipe off top of can with damp cloth. With quick downward pressure, force blade into top near can edge.
2. Open can.	2. Lower handle to horizontal position. Turn handle clockwise until blade cuts out lid. Remove lid before it drops into can.
3. Remove can.	3. Raise handle to vertical position. Lift shank clear of can. Remove can. Lower handle to horizontal position. Lower shank into base.

NOTE: Blade should be wiped off with damp cloth after each operation between different food products.

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[1] U. S. Department of Agriculture, Training Course Outline on Use and Care of Equipment. Washington, D.C.: U.S. Government Printing Office. 1960, pp. 126.

Measuring Equipment

KEY IDEAS:

Measuring equipment is needed for accurate measurement of ingredients in recipes.

The ability to select the proper measuring equipment is necessary for employment in food service.

Scales are used in food preparation to save time and ensure accuracy.

Proper care of measuring equipment contributes to accurate measurement and extends the life of the equipment.

WORDS TO KNOW:

- teaspoon
- pint
- ounce
- graduated measuring cups
- scaled brass beam
- tablespoon
- quart
- pound
- liquid measuring cups
- scoop
- weights
- cup
- gallon
- measuring spoons
- scales
- balance
- weight indicator
- weighing platform

Behavioral Objectives	Learning and Evaluation Experiences
Identify the measuring equipment used in food preparation (C-K)	Look at a display of measuring equipment to learn the identity of each piece. Name the measuring equipment as the teacher holds each item up. What is meant by graduated markings, rim extension, and pouring lip? Name five utensils used in measuring. Draw a card from the cards provided by the teacher. The word on the card will correspond to a piece of measuring equipment. Locate the equipment named on the card. Identify the equipment for the class. Tour the ingredient room of a large institutional kitchen. Watch as ingredients for recipes are measured. What are the purposes of the ingredient room? Is it necessary for all foodservice establishments to have one?

Behavioral Objectives	Learning and Evaluation Experiences
	Replace labels by the proper measuring equipment after the instructor has removed them. Group together all equipment that might be found in a home; all the equipment not usually found in a home kitchen.
	Name each piece of measuring equipment as it is shown on an overhead projector.
State the uses of measuring equipment used in food service (C-K)	Watch a demonstration by the teacher to learn the uses of measuring equipment. Why are both glass and metal measuring cups used in food preparation? Which cups are used to measure liquids? Which cups are used to measure dry ingredients? What are the measuring spoons used for?
Identify scales used in food preparation (C-K)	Look at picture cards to learn the identity of the types of scales used in food preparation. What are the differences in the types of scales used in food service? Locate and identify the type of scales used in the food service lab.
Identify the parts of scales used in food service (C-K)	View a transparency to identify the parts of scales used in food preparation. (See pp. 138-140.) Name the part of the scales as the teacher points it out on the transparency.
	Compare the scales used in the lab with the transparency. Identify the parts of the scales.
State uses of scales in food service (C-K)	Watch a demonstration by the teacher to learn the uses of scales in food preparation. When are scales used in food preparation? Explain, in your own words the functions of the weight indicator (called brass beam), the scoop, and the weighing platform in the operation of scales.

Behavioral Objectives	Learning and Evaluation Experiences
	Observe a demonstration by a cafeteria employee of the use of scales. What ingredients should be measured on scales?
Attempt to select the correct measuring equipment (P-GR)	Select a card from the cards provided by the teacher. Locate the piece of measuring equipment named on the card. Place the name card and the equipment on a table indicated by the teacher. Have classmates check for accuracy.
	Choose a piece of measuring equipment from the display arranged by the teacher. Identify the piece of equipment and, in your own words, explain when it should be used. What is the difference in the dry measuring cup and the liquid measuring cup?
State the procedure for the care of measuring equipment (C-K)	Watch a demonstration by the teacher on the care of measuring equipment. What happens to plastic measures which are neglected in their care? What happens to glass measures which are neglected in their care? Why is it important to store measuring equipment carefully?
Explain the care required by measuring equipment (C-C)	Select from a box the name of one piece of measuring equipment. Locate the equipment and explain its care to the class.
Display responsibility for the proper care of measuring equipment (A-V)	Wash and air-dry measuring equipment after each use. Use measuring spoons only for measuring-not for mixing or stirring. Wipe the scales with a damp cloth after weighing each ingredient. Store measuring equipment carefully.

PORTION SCALE

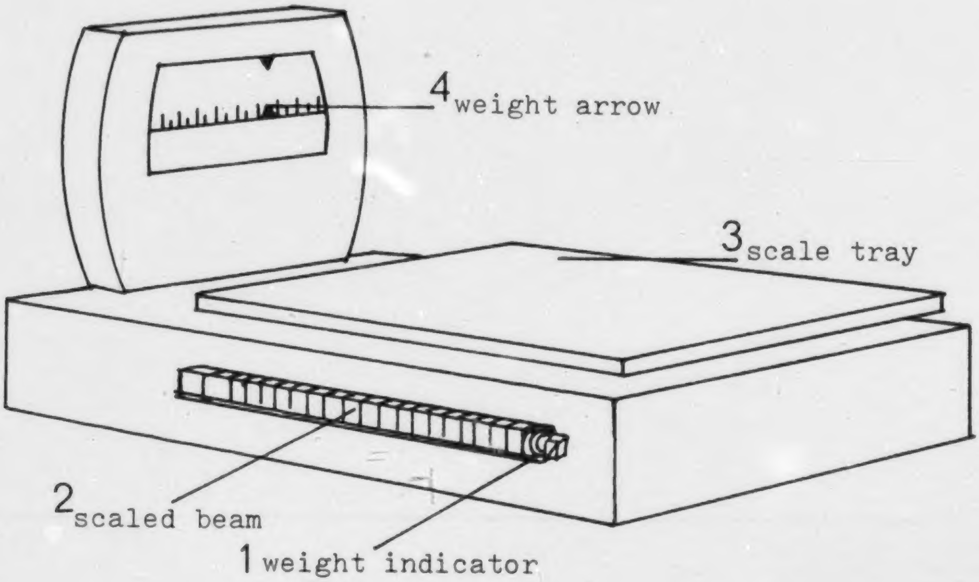

4 weight arrow
3 scale tray
2 scaled beam
1 weight indicator

Figure A

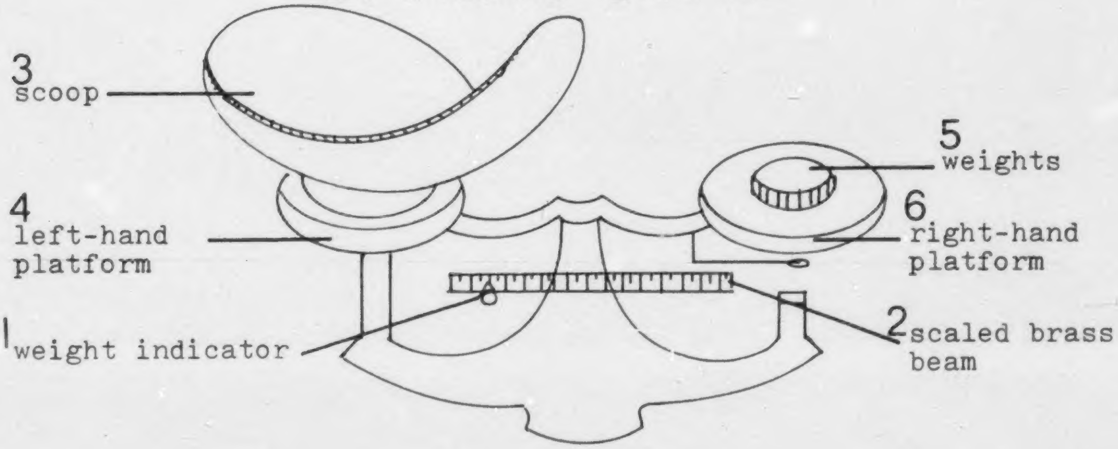
A suggested method of operation for the illustrated portion scale is:

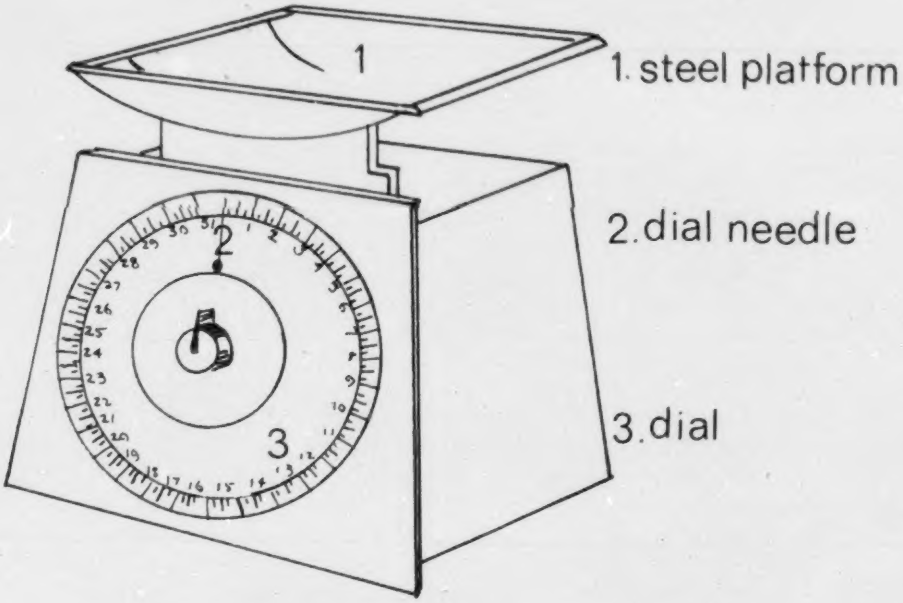
1. Place the weight indicator (1) in the groove along scaled beam (2) for the amount of the desired portion.
2. Place product on scale tray (3).
3. Check weight arrow (4) to see if the portion needs to be increased or decreased.

A suggested method of operation for the illustrated baker's scale is:

1. Place the weight indicator (1) at zero on the scaled brass beam (2), which indicates ounces up to one pound.
2. Center the scoop (3) on the left-hand platform (4).
3. Balance the scoop by placing the proper weight (5) on the right-hand platform (6). (Weights are used to balance the two platforms. The left-hand platform should be slightly lower than the right platform).
4. The ingredients to be weighed are placed in the scoop (3) on the left-hand platform (4). Move the weight indicator (1) on the brass beam (2) to the right until the desired weight is found and the two platforms are balanced. If necessary, add or remove a portion of the ingredients to make them balance.
5. When the weighing procedure has been completed, remove the ingredients or food items being weighed and return the scales to a balanced position.

BAKER'S SCALE


3 scoop
5 weights
4 left-hand platform
6 right-hand platform
1 weight indicator
2 scaled brass beam


1
2
3
1. steel platform
2.dial needle
3.dial

A suggested method of operation for the illustrated portion scale is:

1. Place the product to be weighed on the steel platform (1).
2. The rotating dial needle (2) indicates the weight of the product.
3. Dial (3) on front of scale is graduated from 1/4 ounce to 32 ounces.

Pots and Pans

KEY IDEAS: Specific pots and pans are designed to do specific jobs for maximum efficiency and production in food services.

The following of safety procedures in the use and care of pots and pans contributes to satisfactory performance and lasting service.

Safety in the use of pots and pans is an important part of food service.

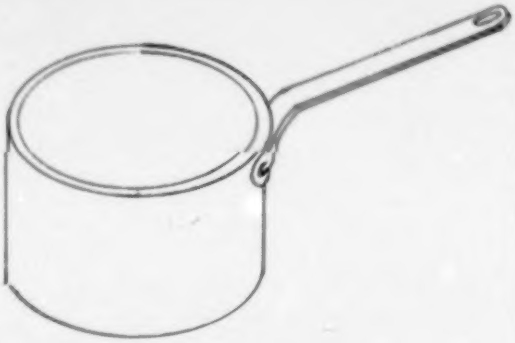
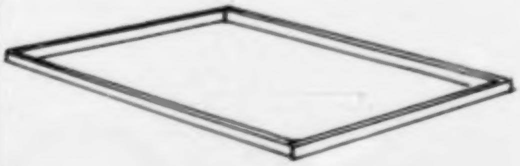
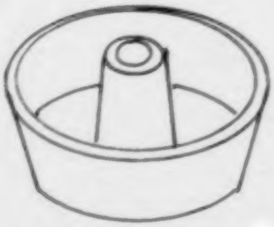
WORDS TO KNOW:

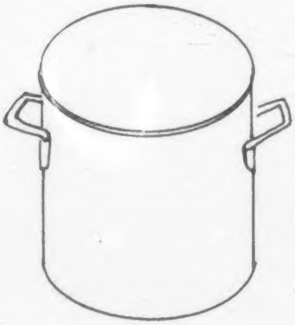
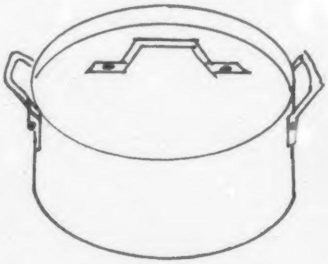
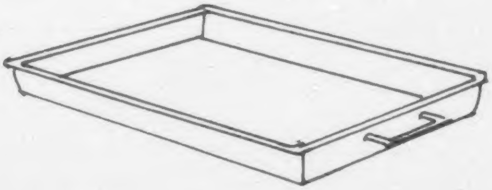
- braiser pan
- tube cake pan
- pie pan
- saute pan
- square or rectangular steam-table pans
- dish pan
- copper
- bake pan
- muffin or cupcake pan
- sauce pot
- round steam-table pans
- double boiler
- aluminum
- layer-cake pan
- sheet or bun pan
- pizza pan
- sauce pan
- roasting pan
- stock pot
- steel skillet
- stainless steel

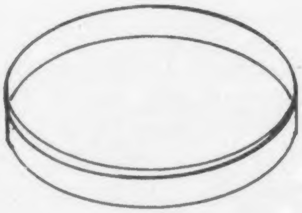
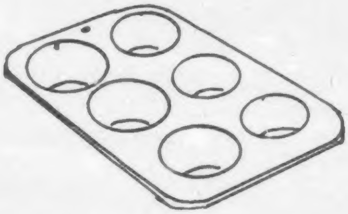
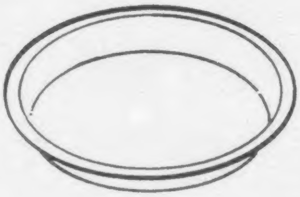
Behavioral Objectives	Learning and Evaluation Experiences
Identify pots and pans used in food service (C-K)	View transparencies to learn the identity of pots and pans used in food service. (See pp. 144-147.) Name the pot or pan as the teacher points it out on the transparency. Notice the difference in the sizes of pots and pans. Compare the pots and pans found in the lab with the illustrations on the transparency. Name the pot or pan as the teacher holds each piece of equipment up. Select one pot or pan from the display arranged by teacher. Identify the utensil. Name the pot or pan as the teacher shows a card with its picture on it. (See pp. 144-147.)

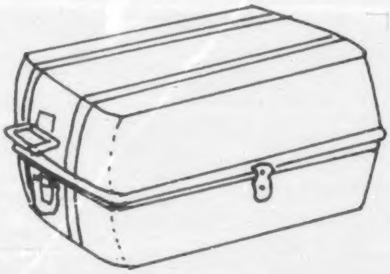
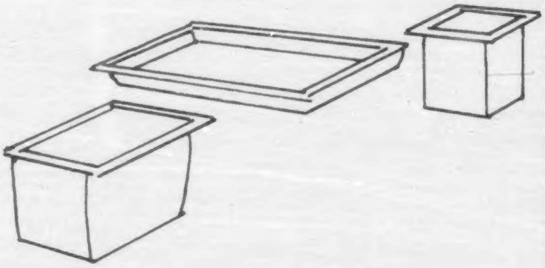
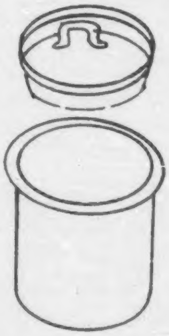
Behavioral Objectives	Learning and Evaluation Experiences
State correct uses of pots and pans in food services (C-K)	Watch a demonstration by the teacher to learn the correct uses of pots and pans in food service. Which pans should be used for soups and sauces? What is a skillet used for? Which pans should be used for sauteing or cooking food in shallow fat? What is a sheet pan used for? What are bake pans used for? What is a braiser used for? Take a field trip to a restaurant supply to learn the uses of pots and pans in food service. Name four pots and pans used in food service and the uses of each.
Describe uses for specific pots and pans (C-C)	Select a picture card from the cards provided by the teacher. In your own words explain the uses of the pot or pan pictured on the card. Look at the display of pots and pans and corresponding numbers the teacher has arranged. Each pot or pan has its own number. Write down the number of the correct pot or pan as the teacher reads the uses aloud. To check answers the teacher will again read the uses of the pots and pans. Students take turns in answering. Select the utensil corresponding to the number your answer indicates. Identify the utensil for the class.
State safety procedures for the use and care of pots and pans in food service (C-K)	Watch a demonstration by the teacher to learn safety procedures for the use and care of pots and pans. How should the handles of pots and pans be placed on the stove? What is a safety procedure to follow when using a pot holder? How should you remove the lids from pots and pans? Why is grease splashing on a hot surface dangerous? What is the proper procedure for cleaning pots and pans?

Behavioral Objectives	Learning and Evaluation Experiences
Give examples of safe procedures for use and care of pots and pans in food service (C-C)	Give an oral report on the safe use and care of one pot or pan available in the food-service lab.
	Divide into teams of two. Prepare posters to illustrate the safe use and care of a pot or pan. Each team will explain its poster to the class.
	Read or listen to stories of actual experiences about accidents involving pots and pans. Suggest safety procedures that should have been followed.
Cite proper storage of pots and pans in food service (C-K)	Listen to an illustrated talk on the correct storage of pots and pans. Locate storage areas in the food-service lab.
	Visit kitchens of at least two food service facilities and look at the storage areas in each. What are the differences between kitchens in methods of storing pots and pans? What similarities in the storage of pots and pans did you notice?
	Check over the list from the city health department to see if storage in food service lab is correct according to their rules. Why does the city health department have rules for storage of pots and pans?
Give examples of proper storage of pots and pans (C-C)	Divide into small groups. Each group presents a skit showing examples of improper storage. After the skit is presented, classmates give the proper storage procedure.
	Return pots and pans to proper storage area after use.
Display continuing desire to use, store, and care for pots and pans in a safe manner (A-V)	Observe safe procedures for use and care of pots and pans in the food service lab.

PAN	USE
	Used for range top cooking where the solid to liquid is high and stirring or whipping is necessary.
	Used for baking sweet goods (cookies, sweet rolls, and sheet pies). Often salads, etc., are set up on sheet pans, which are then placed in refrigerator. Also are used as trays.
	For sponge cakes and other products requiring a tube pan.

PAN	USE
	For boiling and simmering where a large amount of water in relation to solids is used (such items as turkeys, bones for stock ham, and some vegetables). Inside rack holds certain foods off bottom of stock pot.
	For searing, braising and stewing.
	For baking such products as cakes, cornbread, casseroles, baking apples, macaroni, etc.

PAN	USE
	For baking of layer cakes.
	For baking muffins or cupcakes.
	For baking pies.

PAN	USE
	For roasting beef, pork, veal etc., in oven or deep frying on top of range.
	For baking or steaming some foods in the same pan in which they are served or as a transfer pan from cooking utensil to hot storage.
	For storage of hot or cold foods.

Decorating Equipment

KEY IDEAS: Decorating equipment is used to make specific food items attractive and appealing.

The attractiveness of cake or pastry is dependent upon the neatness of decorations.

Skill in color combination and frosting application contributes to successful decorating.

WORDS TO KNOW:

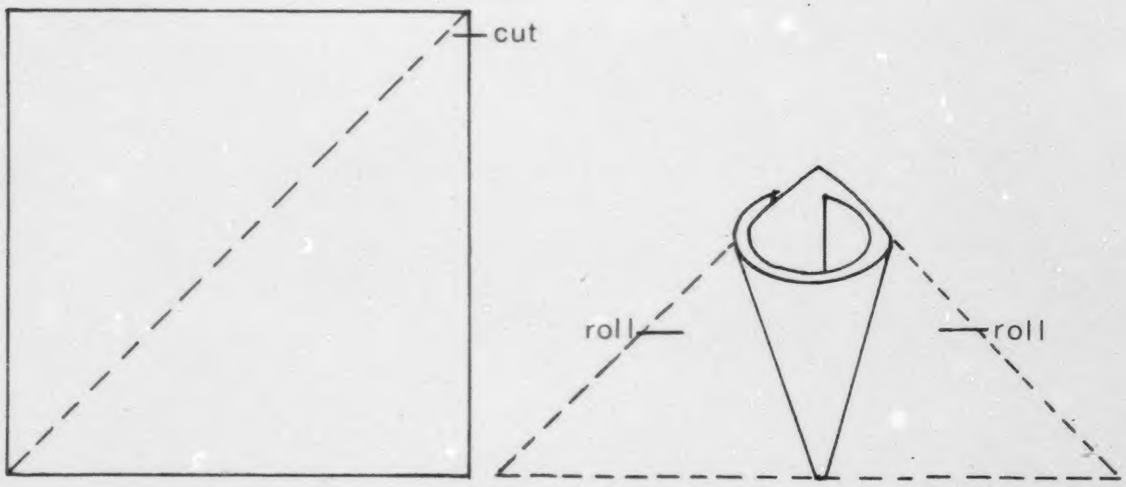
frosting
icing
batter
pastry bag
decorating tubes
cookie press
foam practice form
parchment paper
paper cone

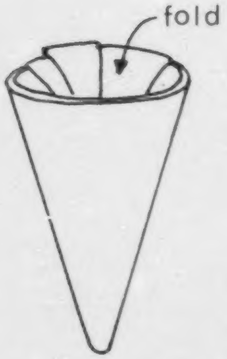
Behavioral Objectives	Learning and Evaluation Experiences
Identify decorating equipment used in food service (C-K)	Watch a demonstration by the teacher to learn the identity of decorating equipment. What is the difference in a pastry bag and a pastry tube? Name three designs of the pastry tube. Name each piece of decorating equipment as the teacher points it out in the foods lab.
State procedures for care of decorating equipment (C-K)	Watch a demonstration by the teacher of caring for decorating equipment. In your own words, explain the care of the pastry bag and tube.
State the uses of decorating equipment (C-K)	Take a field trip to a bakery to watch a demonstration on the uses of decorating equipment. When filling a pastry bag, why is it important that no air be captured in the icing. For what is the pastry bag used? Watch a demonstration by the teacher on using the pastry bag to make cookies. Which tubes are used for cookies? How is the hand positioned to hold the pastry bag for filling?

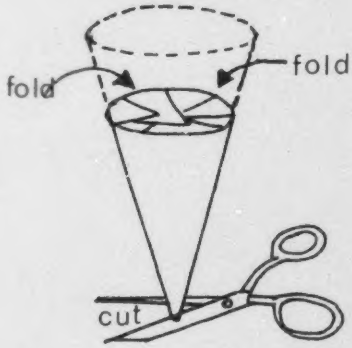
Behavioral Objectives	Learning and Evaluation Experiences
Attempt to use the pastry bag and pastry tube (P-GR)	Fill the pastry bag with a soft cookie batter. Press the batter out of the tube to make cookies. Space the cookies about one inch apart to allow for spreading. Keep the cookies uniform in size and shape.
Perform specific tasks with the pastry bag and pastry tube (P-M)	Select the correct pastry tube for the cookie design on the assignment card. Fill the pastry bag and press the batter out of the tube to make cookies the shape of the design.
State the use of a paper cone (C-K)	Watch a demonstration by the teacher on making and using a paper cone as a pastry bag. (See p. 151.) Notice the different methods of cutting the point of the cone to form various designs. What type of paper is used for the cone? For what is the paper cone used?
Practice making a paper cone (P-GR)	Cut the parchment paper into triangles, then practice making them into paper cones. Roll them so that the point of the cone is closed. Make four cones and place them one inside the other. The paper cones will be used later in the foods lab.
	Give a demonstration showing how to make a paper cone for decorating. Let teacher and classmates suggest ways to improve.
Attempt decorating with the paper cone (P-GR)	Fill a paper cone with buttercream frosting. Decorate the back of a baking pan or layer pan, pretending it is the top of a layer cake. Practice making a border design. Practice making an inscription such as "Happy Birthday." Scrape the frosting from the practice pan and return it to the bowl. Use it again for practice.
	Fill a paper cone with buttercream frosting. Cut the point of the cone to make a rosebud tube. Practice making rosebuds on the back of the layer pan.

Behavioral Objectives	Learning and Evaluation Experiences
	Fill a paper cone with buttercream frosting. Cut the point of the cone to make a leaf tube. Practice making the leaf design on the back of the layer pan.
	Practice decorating a cake by using the paper cone and foam-rubber forms. (Teacher provides foam rubber practice forms made from a sheet of 2-inch or 3-inch foam rubber available at fabric and upholstery shops. The foam is cut into the shapes of circles, squares, cup cakes, and hearts to simulate cakes.) Show the decorated cake form to the class. Wash the icing out of the foam and air dry the foam. The foam can be reused at later time.
Perform a specific task with the paper cone (P-M)	Make a paper cone and cut the point according to the assigned design. Use the cone to decorate cupcakes with an appropriate design.
	Use the paper cone to make rosebud and leaf designs. Place the designs on wax paper to dry and firm up. Choose the best designs to use as cake decorations.
	Decorate a layer cake. Use the rosebud and leaf designs to decorate the cake. Add a border design or an inscription to the cake using the paper cone. Place decorated cake on a display table for class to view.
	Take turns decorating cakes for teachers and principal on their birthdays. Surprise teachers who have summer birthdays with a cake on a holiday, such as Valentine's Day, St. Patricks's Day, Easter, and Halloween.
Display a continuing desire to decorate food items in an attractive and neat manner (A-V)	Study picture cards of decorated food to learn attractive color combinations.
	Chooses to practice to improve own decorating techniques when using food-decorating equipment.

MAKING A PAPER CONE







Directions for making a paper cone:

1. Cut square of parchment paper in half diagonally to form a triangle.
2. Roll the triangle to form a cone.
3. Fold edge of paper into the cone. Fill cone with frosting.
4. Fold over top part to seal cone. Cut a small hole at bottom of cone with scissors. Cone is ready for use.

Cone for rosebuds:

1. Make and fill a paper cone.
2. Cut one side of the point only. Cut 1/2-inch from the center point to the outside of the cone.

Cone for leaf:

1. Make and fill a paper cone.
2. Cut both sides of the cone's point equally. Cut 1/4-inch from the center point to the outside.

Serving Equipment

KEY IDEAS: Specific pieces of serving equipment are used for specific tasks in food service.

The ability to select the appropriate piece of serving equipment is necessary for employment in food service.

Following the correct procedure for the use and care of serving equipment increases its life and contributes to the sanitation of the operation.

WORDS TO KNOW:

serving utensils
serving spoon
serving fork
tongs
dipper type ladle
flat ladle
scoop
ice-cream dipper
pie marker
pie server

condiment containers and dispensers
salt and pepper shakers
sugar bowl and creamer
syrup pitcher
vinegar and oil cruet
salad dressing dispenser
napkin dispenser
toothpick dispenser

beverage containers
pitcher
punch bowl
punch cup
punch ladle

trays and carts
compartment or serving tray
utility cart
portable hot food server
portable cold food server
ice maker with water filler
silverware container
holding cart
side-service stand

dinnerware
dinner plate
bread-and-butter plate
salad plate
salad bowl
soup bowl
fruit dish
dessert dish
cup
saucer

flatware
dinner kinfe
butter knife
dinner fork
salad fork
teaspoon
iced teaspoon

glassware
water glass
tea glass
juice glass
sherbet dish
ice-cream dish

Behavioral Objectives	Learning and Evaluation Experiences
Identify serving utensils used in food service (C-K)	Watch a demonstration to learn the identity of serving utensils used in food service. Name each serving utensil as the teacher holds it up. Study a display of serving utensils arranged by the teacher. Repeat the name of the serving utensil as the teacher points it out.

Behavioral Objectives	Learning and Evaluation Experiences
	Select the serving utensils from a display of various types of equipment used in food service.
State the uses of serving utensils in food service (C-K)	Watch a demonstration to learn the correct uses of serving utensils. What is a scoop used for? A ladle? Explain the use of each serving utensil as the teacher points out the equipment.
	Name the correct serving utensil for serving each food as the teacher shows pictures of food items.
	Select a serving utensil and explain the uses for it to the class.
State procedures for the care of serving utensils (C-K)	Watch a demonstration on the care of serving utensils. Why should the ice-cream dipper be washed when you change flavor of the ice cream you are dipping? Why is it important to keep serving utensils in the correct storage place? Why is it important to keep serving utensils clean?
Identify condiment containers and dispensers used in food service (C-K)	View transparencies to learn the identity of condiment containers and dispensers used in food service. Explain what is meant by the word "condiment." Name some condiments. Name each container as the teacher points it out on the transparency.
	Locate a condiment container or a dispenser in the food-service lab. Identify the container.
State the use of condiment containers and dispensers used in food service (C-K)	Watch a demonstration to learn the uses of condiment containers and dispensers. What is the difference in a straw dispenser and a toothpick dispenser?
	Select a condiment container or a dispenser from the display and explain the use of it to the class.

Behavioral Objectives	Learning and Evaluation Experiences
	Select a picture card and choose the correct condiment container or dispenser for the item named on a card.
State procedures for the care of condiment containers and dispensers (C-K)	Watch a demonstration on the care of condiment containers and dispensers. Why is it important that condiments be kept in clean containers? When should you refill sugar bowls? Why should you check inside the sugar bowl for lumps? How often should sugar dispensers and sugar bowls be emptied and washed? How do you clean the spout of the creamer? When should you refill salt and pepper shakers? Sometimes the holes in the shaker become clogged; how do you open the holes? What aids in keeping salt and sugar dry in the containers?
Practice the proper care of condiment containers and dispensers (P-GR)	Demonstrate the correct way to fill a sugar bowl. Why should you use a large pitcher filled with sugar to fill the bowl?
	Show the correct procedure for cleaning salt and pepper shakers. After washing and drying the shaker, why should the shaker be turned upside down and placed on a towel?
	Demonstrate the correct way to put catsup and mustard from large containers into small bowls for table use. Which serving utensil should be used in the process? Why should you remove silver spoons from containers of mustard and mayonnaise?
Identify beverage containers used in food service (C-K)	Study picture cards to learn the identity of beverage containers used in food service. Name the item as the teacher flashes a picture card.

Behavioral Objectives	Learning and Evaluation Experiences
State procedures for use and care of the beverage containers used in food service (C-K)	Watch a demonstration to learn the correct use and care of beverage containers in food service. If the punch bowl is china or glass why is it important to check that the bowl is not warm before cold punch is added? How should you avoid cracking a punch bowl with sudden change in temperature? How should you keep a ladle from dripping? How should you refill the punch bowl at the table?
	Watch a demonstration to learn the correct use and care of a pitcher in food service. Explain how you use a napkin to keep the pitcher from dripping? What is the purpose of the ice lip on the pitcher? How do you support a pitcher that is heavy when filled with ice? What utensil is used in handling ice cubes? Cracked ice?
Practice the correct procedure for using beverage container (P-GR)	Demonstrate the correct procedure for serving punch from the punch bowl using a punch ladle.
	Demonstrate the correct procedure for filling a water glass from a pitcher. How full should you fill a water glass?
Identify trays and carts used in food service (C-K)	View transparencies to learn the identity of trays and carts used in food service. Compare the carts and trays in the food service lab with the ones pictured on the transparencies. What is the difference in the portable hot-food server and the portable cold-food server? Name the equipment as the teacher points it out.
	Select a picture card and identify the tray or cart pictured on the card. What is the difference in a utility cart and a holding cart? What is the purpose of a side-service stand?
Cite the uses of trays and carts in food service work (C-K)	Watch a demonstration to learn the correct use of trays and carts in food service. When should a tray be used?

Behavioral Objectives	Learning and Evaluation Experiences
Describe uses for trays and carts in food service (C-C)	Explain the use of one of the trays or carts. What items are kept on the side-service stand? What is the best way to move a cart?
	Explain the techniques that will add to your efficiency and safety in loading a tray. Where should you place the heavier pieces. How should you carry the tray?
State procedures for the safe care of trays and carts in food-service work (C-K)	Study a handout on food service safety when using a tray. (See p. 159.) How should you place dishes and containers on a tray to avoid overloading the tray? How should you clean a cart?
	Explain how to clean a serving tray. Why should you make sure a tray is dry before using it?
Attempt to use a tray or cart safely and efficiently (P-GR)	Demonstrate the correct technique to use in loading a tray.
	Demonstrate safe procedures for lifting, carrying, and setting down a tray.
	Demonstrate the correct way to move a cart.
Identify tableware used in food service (C-K)	View transparencies to learn the identity of tableware use in food service. Name the tableware as the teacher points it out on the transparency.
	View a display of labeled pieces of tableware. What is the difference between a saucer and a bread and butter plate? A salad fork? A dinner fork, and a serving fork? A water glass and another beverage glass?
	Name the tableware as the teacher flashes a card with its picture on it.

Behavioral Objectives	Learning and Evaluation Experiences
	Select one piece of tableware from the display arranged by the teacher. Identify the tableware.
	Draw a slip of paper with the name of a piece of tableware on it. Find a picture of the specified tableware.
Cite uses of tableware in food service (C-K)	Watch a demonstration to learn the uses of tableware in food service. Explain the use of four items of dinnerware; four items of flatware; four items of glassware.
	Draw a number. Locate the corresponding numbered tableware displayed. Identify the tableware and explain its use.
	Match picture cards of food items with the correct tableware used in serving them.
State safe procedures for care of tableware (C-K)	View a filmstrip to learn the correct care of tableware. If it is suspected that there is broken glass or dishware in soapy water, how should broken pieces be removed? Why shouldn't knives be placed in soapy water? Why should glassware of all kinds be inverted after being washed? How should you clean up broken glass or china? What should you do with a dish or glass that is chipped?
State good procedures for handling tableware (C-K)	Watch a demonstration to learn safe procedure for handling tableware. How do you hold cups? Glasses? How should you grip flatware? How do you hold plates and platters?
Practice handling tableware in a safe, sanitary manner (P-GR)	Demonstrate the safe, sanitary techniques for handling cups, glasses, flatware, plates, and platters. Let teacher and classmates offer suggestions for improvement.

Behavioral Objectives	Learning and Evaluation Experiences
Relate the correct serving equipment to a task (C-Ap)	Draw a card and select the serving equipment needed for the task named on the card. Explain your decision to the class.
	Match up serving equipment and specific tasks on picture cards.
	Play "bingo" to relate serving equipment to tasks. Place a marker on the correct name of the serving equipment as the teacher reads a task to be performed.
Perform a specific task using the correct serving equipment (P-M)	Perform an assigned task using the correct serving equipment. Follow the appropriate safety procedure and demonstrate the correct technique in performing the assignment. (Assignments might include serving specific food items that require various pieces of serving equipment, loading a tray, carrying a tray, and moving a cart.)
	Use appropriate serving equipment for assigned tasks each time food is served in the food service laboratory.
Display desire to follow correct procedure for using service equipment in food service (A-V)	Make an effort to select correct serving equipment for food items in the food service lab. If you do not know what equipment to use ask your teacher.
	Handle serving equipment in a safe, sanitary manner without being reminded.

TRAY HANDLING

Loading the tray:

1. Be sure tray is clean.
2. Place the larger, heavier plates and dishes in the center of the tray. Place lighter pieces toward the edges of the tray.
3. Do not place cups on saucers.
4. Do not let hot dishes touch cold dishes.
5. Turn the spouts of tea and coffee pots in and away from plates of food. Do not fill coffee and tea pots so full that they will leak from the spout.
6. Load the tray so that it is evenly balanced.

Lifting the tray:

1. Bend at the knees and lift the tray with the legs. Avoid lifting with the back.

Carrying the tray:

1. Carry the tray shoulder high. Avoid carrying the tray at waist level. Carrying the tray high forces the thighs, legs, shoulder, and arm to carry the weight, rather than forcing the back to carry it.
2. The shoulder can help carry the load if the tray is heavy.
3. Carry the tray with the palm of the hand flat against the bottom of the tray. Carrying the tray with the hand flat gives more control of the tray than carrying the tray on fingertips.

Linens

KEY IDEAS: Appropriate linens contribute to customer satisfaction and add atmosphere to food service.

Clean and attractive linens contribute to overall sanitation in food service.

Following the correct use-and-care procedures for linens will extend their life.

WORDS TO KNOW:
linens
tablecloth
place mat
napkins
dish cloth
dish towel
undercloth
silence pad
linen closet
linen room
stain

Behavioral Objectives	Learning and Evaluation Experiences
Identify linens used in food service (C-K)	View transparencies to learn the identity of linens used in food service. Name each linen as the teacher points it out on the transparency. Name each type linen as the teacher points it out in the food-service lab. Match up flash cards of linens with their correct names. Make a poster to show linens used in food service. Illustrate with a picture and identify tablecloth, place mat, napkin, dish cloth, and dish towel.
State the correct procedure for care of linens (C-K)	Visit a food service institution to learn the proper care of linens. What is the purpose of a linen closet or a linen room? Why should linen be stored on well-ventilated shelves? Why is it important to rotate linens? What is meant by misuse of linens? Explain the proper care of linens. Why should stained linens be spot cleaned or bleached before being laudnered with other linens? How may spilled sugar damage a tablecloth?

Behavioral Objectives	Learning and Evaluation Experiences
	Watch a demonstration on removal of stains from linens. (See p. 163.) Why should the stain be cleaned as soon as possible? Explain the general rule for removing stains.
Attempt to use the correct procedure in removing stains from linen (P-GR)	Remove a stain from a cloth, using the correct procedures. Small clothes provided should be stained with coffee, grease, and food stains.
Use the correct procedure to remove a specific stain from linen (P-M)	Select a stained cloth with a label describing the stain. Use the correct procedure to remove the stain.
State uses of linens in food service (C-K)	Watch a demonstration by the teacher to learn the correct use of linens in food service. What is the difference in a dish cloth and a dish towel? A tablecloth and a place mat? What is a silence pad? Where is the place mat placed on the table? Which piece of linen is used to wipe off the table?
	Select a linen article from the display and explain its use and care to the class.
State the correct procedure for laying a tablecloth (C-K)	Watch a demonstration to learn the correct procedure for laying a tablecloth. (See p. 164.) What is the guide for centering the cloth on the table?
Describe procedure for laying a table cloth (C-C)	Explain in your own words the method for laying a table cloth.
Attempt to use the correct procedure for laying a tablecloth (P-GR)	Demonstrate the correct procedure for laying a tablecloth. Let the teacher and classmates suggest ways to improve.
State the correct procedure for folding and using napkins in food service (C-K)	Watch a demonstration to learn the correct procedure for folding and using napkins in food service. (See p. 165.) Name one of the decorative folds that some restaurants use. Where should the flap side of the napkin be placed?

Behavioral Objectives	Learning and Evaluation Experiences
Describe how to fold a napkin (C-C)	Explain the correct procedure for folding a napkin by putting drawings of each step in the correct order.
Practice folding a napkin using the correct method (P-GR)	Demonstrate the correct procedure for folding a napkin. Let the teacher and classmates suggest ways to improve.
Practice decorative folds for napkins (P-GR)	Select a card and demonstrate a decorative fold for a napkin. (Decorative folds might include the fish, roll in a glass, two tips, diagonal roll, flat fold, four flaps, and the candle): Why is it importan to fold napkins according to the preference of the restaurant where you are employed?
Describe how to fill a dispenser with paper napkins (C-C)	Watch a demonstration to learn the correct procedure for filling a dispenser with paper napkins. Why shouldn't paper napkins be folded? Explain the correct procedure for filling the dispenser with paper napkins.
Practice filling dispensers with paper napkins (P-GR)	Demonstrate the correct procedure for filling a dispenser with paper napkins.
Perform a specific task correctly using the appropriate linens (P-M)	Select an assignment card. With the appropriate linen, perform the assignment in an efficient manner. (Assignments may include laying a tablecloth, folding a napkin, wiping off the table, arranging place mats on table, and filling napkin dispensers.)
Display a desire to use and care for linens correctly (A-V)	Use without being told the correct linens for specific tasks in the food-service lab. Check linens voluntarily for stains. Follow correct procedures for stained items. Use correct techniques for folding napkins and laying tablecloths.

REMOVING STAINS

General rule:

1. Clean as soon as possible.
2. Work toward center of stains from the outside.

A. Coffee or tea stains:

Soak in cold water; wash with detergent and water.

B. Blood, egg, meat-juice stains:

Soak in cold water; wash with detergent and warm water. (Hot water will set stains)

C. Cream or ice cream stains:

Soak in cold water; wash with detergent and warm water.

D. Lipstick:

Sponge with cleaning fluid in well ventilated room. Rub detergent into stain and let set 10 minutes. Wash in detergent and warm water.

E. Mustard:

Sponge with detergent. Wash in detergent and warm water.

F. Salad dressing, fresh grease spots:

Place cornstarch or talcum powder on spot to absorb stain. Brush off powder or cornstarch.

G. Fruit stains:

Soak in cold water; wash in detergent and warm water.

H. Chocolate, catsup, gravy stains:

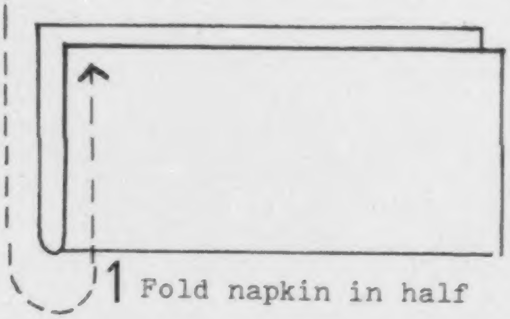
Soak in cold water. Rub detergent into stain and let stand 10 minutes. Wash in detergent and warm water.

REMEMBER: Follow manufacturers directions for stain removal whenever possible.

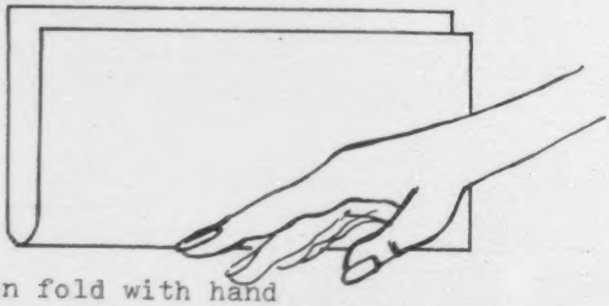
LAYING A TABLECLOTH

1. Thoroughly wash the table.
2. Place silence pad or undercloth on table.
3. When tablecloth is properly folded, it will be folded in four parts. Place the folded tablecloth on the table.
4. Take hold of the bottom edge of the folded tablecloth. With a smooth movement, lift the tablecloth to cover one-half of the table.
5. Take hold of outer edge of tablecloth. Gently pull the cloth toward you until the entire table is covered.
6. Use the press lines as guides to center the cloth.
7. The tablecloth should not extend below the seat of the chair.

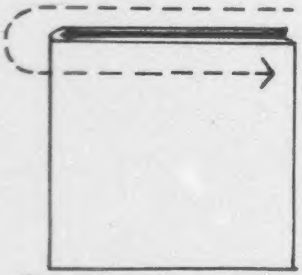
FOLDING A NAPKIN



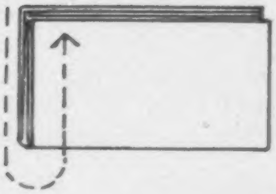
1 Fold napkin in half



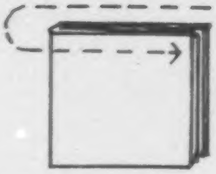
2 Flatten fold with hand



3 Fold napkin in half



4 Fold in half



5 Fold napkin in half

6 Folded napkin with all edges even

Small Cleaning Equipment

KEY IDEAS: Specific cleaning equipment is designed for specific jobs.

Safe and sanitary surroundings are necessary in food service.

Following the correct procedure in the use and care of small cleaning equipment extends its life and contributes to the sanitation of the overall operation.

WORDS TO KNOW:
push broom
upright broom
pot brush
scrub brush
wire brush
block
fiber set
bristles
mop head
mop holder
mop wringer
wet mop
dust mop
bucket
laundry basket
resilient

Behavioral Objectives	Learning and Evaluation Experiences
Identify small cleaning equipment (C-K)	View transparencies to learn the identity of small cleaning equipment. Name the equipment as the teacher points it out on the transparency. Select a card naming a piece of small cleaning equipment. Point out the equipment in the transparency and identify the item. Study a display of small cleaning equipment. Identify each piece of equipment.
List the uses of small cleaning equipment (C-K)	Watch a demonstration to learn the uses of small cleaning equipment. Why is it important to use the correct cleaning equipment for specific tasks? When is a bucket used in cleaning? A laundry basket? Name the use of specific cleaning equipment as the teacher points to the equipment. Select a piece of cleaning equipment from a display and explain its uses.
State procedures for the care of small cleaning equipment (C-K)	Watch a demonstration on the care of small cleaning equipment. Why is it important to take good care of the cleaning equipment?

Behavioral Objectives	Learning and Evaluation Experiences
Describe the care of the pot brush, scrub brush, and wire brush (C-C)	Describe the care of the pot brush, scrub brush, and wire brush in your own words. When speaking of a brush, what is meant by block? Fiber set? Bristles? How should the brushes be stored when not in use? What is meant by combing the brushes? Why should the brushes be combed weekly? Why should the brushes be inspected for loose wires and loose bristles? How do you clean very soiled brushes? Why shouldn't the brushes be used for dust removal?
Summarize the uses of a pot brush, scrub brush, and wire brush (C-C)	Depict the uses of a pot brush, scrub brush, and wire brush in cartoon drawings.
Interpret the care of upright and push brooms (C-C)	Explain the care of the upright broom. How should the upright broom be stored? Why shouldn't the upright broom be allowed to rest on the straws? How do you clean upright brooms?
	Summarize the care of the push broom. Why should the broom handle be rotated in the block frequently? Why shouldn't you lean on the handle to rest? Why shouldn't the push broom rest on its fibers? Why should the push broom be combed weekly? How do you clean a very soiled push broom? How should the push broom be stored?
Describe the use of the upright broom and the push broom (C-C)	Explain the uses of an upright broom. Name three cleaning situations when it is best to use the upright broom. Why should you avoid using the upright broom where dust will be raised?
	Give examples of uses for a push broom. When should the push broom be used? Why shouldn't the push broom be used for the cleaning of resilient floors or any type of floors in administrative, medical, or dietary areas? Why is the amount of dust raised a concern in these situations?

Behavioral Objectives	Learning and Evaluation Experiences
Explain the correct method of sweeping with a push broom (C-C)	Watch a demonstration to learn the correct method of sweeping with a push broom. Why should the use of short strokes be avoided? What is the proper length for a stroke with a push broom? Why shouldn't you flip the push broom at the end of each stroke? Explain the correct method of sweeping with a push broom.
Attempt to use the correct method of sweeping with a push broom (P-GR)	Demonstrate the correct method of sweeping with a push broom. How should you hold your back? How far apart should your feet be? How should body weight be swung as the stroke is made with the push broom?
Describe the care of the dust mop (C-C)	Explain the care of the dust mop. How should you apply a treatment to the dust mop? How should you launder the soiled dust mop? Where should dust mops be stored? Why should dust mops be stored with the heads down? How do you shake out a dust mop?
Describe the use of the dust mop (C-C)	Name the uses of the dust mop in your own words. What is the basic purpose of the dust mop? Why shouldn't you use a dust mop on wet or oily floors? Why shouldn't you lift the dust mop from the floor unnecessarily?
Give examples of care needed by the wet mop (C-C)	Summarize the care of wet mops. When speaking of a mop what is meant by a mop head? Mop holder? Mop wringer? Why should a new mop be soaked in warm water for 20 minutes? Why should the mop be turned from one side to the other frequently while in use? Although mops should be squeezed or pressed to remove water, why shouldn't you twist the mop? Why shouldn't you scrub with the part of the mop closest to the holder? Why should you avoid using mops with lye caustics or strong undiluted cleaning solutions? How should you mop a rough surface? How should you clean a mop?

Behavioral Objectives	Learning and Evaluation Experiences
	How should you store a mop? Why shouldn't wet mops touch each other or come in contact with walls or equipment? What should you do about mop strands that become loosened? How often should a mop be washed?
Describe the use of the wet mop (C-C)	Explain when the wet mop is used. What is the basic purpose of the wet mop?
Explain the correct way to use a dust mop or a wet mop (C-C)	Watch a demonstration to learn the correct method of using a mop. Why shouldn't you bear down on the mop? Explain the correct procedures for mopping.
Attempt to use the correct procedure for mopping (P-GR)	Demonstrate the correct method of mopping with either a dust mop or a wet mop. Why should you keep your back straight and avoid overreaching when using the mop. When mopping, why should you bend at the hips?
Describe the care of the mop wringer (C-C)	Explain the care of the mop wringer. Why is it important to keep the working parts properly oiled? Why should you keep screws and bolts tightened on the mop wringer? How often should you clean the mop wringer?
Describe the uses of the mop wringer (C-C)	Explain the uses of the mop wringer. Does the mop wringer "wring" or "squeeze" the mop? Explain your answer.
State safe procedures for using small cleaning equipment (C-K)	Study posters from the National Safety Council to learn safety in using cleaning equipment. In your own words explain the safe procedures.
Describe the safety procedures in using small cleaning equipment (C-C)	Explain the safety procedures in using small cleaning equipment. Why is it important to watch how you carry your equipment, mops, and brooms? In cleaning stairs, why is it important to watch where the buckets and equipment are placed? Why should you use "Wet Floor" caution signs whenever floors are being wet cleaned? Why should floors be dry-cleaned regularly?

Behavioral Objectives	Learning and Evaluation Experiences
Practice using small cleaning equipment (P-GR)	Practice using small cleaning equipment in the food-service lab. Rotate so all class members use each piece of cleaning equipment.
Perform a specific task with small cleaning equipment (P-M)	Perform specific tasks using small cleaning equipment. (Tasks might include using a push broom (storage, reversing the block, combing, proper handling); using a wet mop and wringer (storage, trimmin the strands, method of use, washing the mop and wringer); using brushes (storage, combing, proper use); and using a dust mop (storage, treating the dust mop, proper method of use.)
	Use small cleaning equipment as needed in the food-service lab. Perform various tasks when it is your turn.
Display a desire to use small cleaning equipment in a safe and efficient manner (A-V)	Use the appropriate cleaning equipment for specific tasks in the food-service lab following directions for its use.
	Take proper care of small cleaning equipment without being reminded.
	Observe safety procedures when using small cleaning equipment.

CONCEPT: Sanitation

JUSTIFICATION:

Estimates indicate that at least 1 million persons in the United States suffer from food-borne illnesses each year. Most of these illnesses result from the failure of persons responsible for the preparation and serving of food to use safe and sanitary food-handling methods.

Health-service regulations and inspections make sanitary food handling practices imperative in the successful commercial food facility. In addition, the food-service manager is liable if a law suit is brought. Because actual standards of sanitation depend on the observance of sanitary practices by employees, management will keep a close watch to assure that the highest standards of cleanliness and sanitation are observed. Employees who voluntarily and consistently observe sanitary practices are more likely to succeed in their jobs than those who do not.

OVERALL OBJECTIVES:

Apply sanitation standards in the commercial food facility (C-Ap)

Acquire skill in appropriate sanitary procedures used in commercial food-service activities (P-M)

Show continuing desire to maintain appropriate standards of sanitation in the commercial food facility (A-V)

Legal Aspects of Sanitation

KEY IDEAS: Numerous laws and sanitation regulations govern the operation of a commercial food facility.

The laws concerning food and food handlers aid in protecting public health and safety.

Good sanitation practices are the responsibility of the entire food service staff.

Food service establishments may be closed by the health department for failure to observe sanitation regulations.

WORDS TO KNOW:

sanitation
food handling
clean
enforced rules
City or County Department of Health
healthful conditions
dishwashing
legal aspect
State Department of Health
personal hygiene
physical facilities
inspect
approved

Behavioral Objectives	Learning and Evaluation Experiences
Define sanitation (C-K)	Brainstorm to define sanitation. Compare the class definition with the following definition of sanitation: "the science of bringing about general, healthful conditions."
Cite the need for sanitation in the food service industry (C-K)	Collect newspaper articles about food-borne illnesses and their causes. How could sanitation be a factor in each case? Who is responsible for sanitation in food service establishments? Work in groups to list the areas of food service in which sanitation is important, such as personal hygiene, food handling, dishwashing, and physical facilities.
Explain the importance of using good sanitation practices (C-C)	View a film depicting good and poor sanitation practices. Give examples of good sanitation practices. Explain why sanitation is a major concern in the food-service facility.

Behavioral Objectives	Learning and Evaluation Experiences
Identify sanitation laws which apply to food-service facilities (C-K)	View films on sanitation to learn procedures which should be followed in food-service facilities. List sanitation rules which should be observed.
List procedures used to enforce food-service sanitation laws (C-K)	Listen to a speaker from the state, county, or city health department explain legal aspects of sanitation in food service establishments. Ask him to inspect your laboratory facilities and explain what he looks for when inspecting a food-service facility.
Summarize sanitation laws affecting food-service facilities (C-C)	Become familiar with local laws affecting food-service establishments by studying handouts obtained from the city or county department of health.
	Look at a sample of an inspection report for food-service establishments (obtainable from State Department of Health). What does an inspector check when he inspects a food-service facility? Why does he check each of these things?
Predict the possible legal outcome of not adhering to sanitation codes in specific situations (C-Ap)	Discuss what might happen if students did not follow health rules in the food-service laboratory. What would happen if an employee failed to follow health rules on the job?
Determine the degree of observance of sanitation standards in commercial food-service facilities (C-An)	Inspect the food-service laboratory using a list of sanitation standards. How can sanitary practices in your food-service laboratory be improved? Make plans for improving sanitary practices in the food-service laboratory, if needed.
Choose to adhere to legal sanitation standards (A-V)	Adopt desirable sanitation practices in all laboratory work. Report to the teacher any unsanitary practices observed.

Personal Sanitation

KEY IDEAS: High sanitation standards and practices are essential for the continued operation and success of a commercial-food facility.

An understanding of the principles of personal health and hygiene promotes improved health practices.

WORDS TO KNOW:

good health
hygienic practice
personal hygiene
grooming
cleanliness

Behavioral Objectives	Learning and Evaluation Experiences
Define personal sanitation (C-K)	Brainstorm to define personal sanitation Listen as teacher reads the following definition of personal sanitation: "cleanliness such as grooming habits practiced by an individual." What are grooming habits?
Cite the importance of personal appearance (C-K)	Discuss the following statements, and tell how personal appearance enters into the situations described. 1. An employee represents the business he works for. 2. The first contact with an employee sets the mood for the customer. 3. Personal appearance of an employee can help or hinder any good service provided by a business.
Name the main components of personal appearance (C-K)	Brainstorm to identify the three main components of personal appearance: good grooming, pleasant manner, and good conduct. View instant slides depicting food-service workers lacking one of the three elements of personal appearance. Identify the component which the worker is lacking. (See pp. 178-182.)
Identify grooming habits for food-service workers (C-K)	View transparencies on the good grooming habits for a food-service worker. Consider good health, including proper diet, adequate sleep, regular exercise, regular medical examinations (once a year), and regular dental checkups (at least once a year).

Behavioral Objectives	Learning and Evaluation Experiences
	Also consider personal cleanliness, including daily bath or shower, use of deodorant, clean teeth, odor-free breath, clean well-kept hair, clean well-manicured hands, clean under garments. Finally, consider general appearance, including clean, neat uniform; clean, low-heeled shoes; clean socks or stockings without runs; appropriate hair style; only necessary jewelry (watch and wedding band); moderate use of makeup; conservative use of perfume; good posture. Why is good grooming so important? Look at a transparency of a food-service worker who has not acquired the essential grooming habits. How would you react to this food-service worker?
Describe the grooming habits of a food-service worker (C-C)	Model appropriate clothing and accessories for a food-service worker. Have the rest of the class act as a panel of judges. Discuss changes that need to be made in the model's appearance.
Prepare a checklist on good grooming habits for a food-service worker (C-Ap)	Listen to a resource person such as the school nurse, a dietitian, or a food-service employer discuss personal health. What procedures does he recommend for maintaining one's personal health?
	Describe in your own words what is meant by good health of a food handler. Why is the food handler's breath important to the food manager? To the customer?
	Work in groups to prepare a checklist on personal appearance. Mark the checklist every day for a week to increase awareness of good grooming habits. How can appearance affect success in getting a job?
Define a pleasant manner (C-K)	Listen as the teacher discusses a pleasant manner, including friendliness, courtesy, and a pleasant facial expression. What are the elements of a pleasant manner? Why should a food-service worker have a pleasant manner?

Behavioral Objectives	Learning and Evaluation Experiences
Describe a pleasant manner (C-C)	Observe a food-service worker's manner. Give examples of actions or words that show pleasant manners and unpleasant manners. Describe the effect each manner has on you.
Identify rules for good conduct (C-K)	Look at pictures showing poor conduct by a food service employee. Include gathering in the corner to gossip, running, pointing, chewing gum, smoking, never looking at guests to see if they need anything.
Explain good conduct rules (C-C)	Role-play good and poor conduct by a food-service worker. Discuss the conduct portrayed. How can you improve your conduct? How will your conduct affect your customer?
Cite personal habits of a food-service worker that prevent the spread of disease (C-K)	View a film on personal sanitation for food-service workers. After viewing the film, participate in a round-table discussion to cite hygenic practices which should be observed by food-service employees, such as observing all the elements of good grooming, especially keeping hands and fingernails clean; washing hands frequently with soap and hot water, particularly after using a handkerchief, after tying shoelaces, after visiting the restroom, and before handling food; avoiding coughing, sneezing, spitting, or smoking near food or food containers; avoiding touching the hair, face, nose, and mouth; avoiding scratching skin while working, and bandaging cuts and sores; staying at home when sick. Explain why each practice should be observed.
Illustrate personal habits of a food-service worker that prevent the spread of disease (C-C)	Make posters showing personal work habits that a food-service worker should follow. Display the posters in the food-service lab.

Behavioral Objectives	Learning and Evaluation Experiences
List correct handwashing procedures (C-K)	Observe a demonstration and study handout sheet on correct handwashing. (See p. 183.) Why is correct handwashing important to a food handler? When should a food handler wash his hands?
	View transparencies showing when a food handler should wash his hands. (See p. 184.)
Explain the procedures for correct handwashing (C-C)	Work in pairs to explain the correct procedure for handwashing.
	Make a bulletin board display showing correct handwashing procedures and occasions for observing them.
Carry out correct handwashing procedures (P-GR)	Practice correct handwashing procedures described on the handout sheet.
Practice personal sanitation appropriate to a commercial food service employee (C-Ap)	Work in discussion groups to devise a checklist of hygienic practices a food handler should follow. Follow the checklist.

Script on Personal Appearance

1. What does your personal appearance say about you?

2. Personal appearance is important you know.

3. Customers get their first impressions from the way the food service employee looks.

4. First impressions can be lasting.

5. If you're a waitress, first impressions can last right up until the time the customer places his tip on the table.

6. There are three main elements of personal appearance..good grooming, a pleasant manner and good conduct.

7. Would you like for Janie to serve you? What kind of first impression would she make? What would improve her groomings?

8. Bathing daily.

9. Using a deoderant.

10. Washing hands often.

11. Brushing teeth at least twice a day.

12. Being sure fingernails are clean, medium length, and unpolished.

13. Wearing no jewelry except a watch and wedding band.

14. Keeping hair clean, and choose a simple hair style.

15. What's wrong with Janie's makeup?

16. What should Janie do to be well-groomed?

17. Be friendly.

18. Be courteous. Say "Yes, ma'am. "Yes, sir," and "Thank you," and "Please."

19. Smile.

20. Which waitress would you want to greet you? Why? What is a pleasant manner?

21. Follow these rules of good conduct?

22. Don't gather in a corner to gossip.

23. Don't run.

24. Don't point.

25. Don't chew gum.

26. Don't smoke.

27. Keep your eye on the guests. They may want to catch it!

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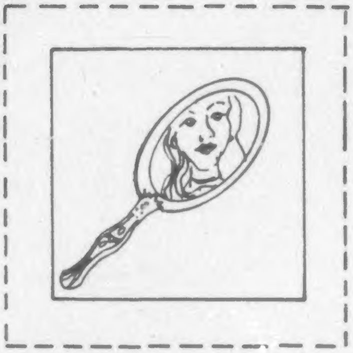

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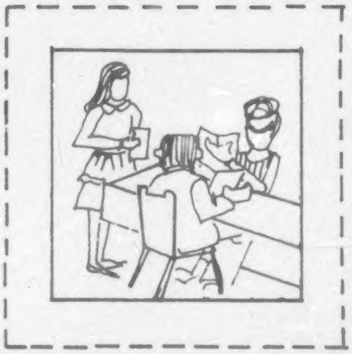

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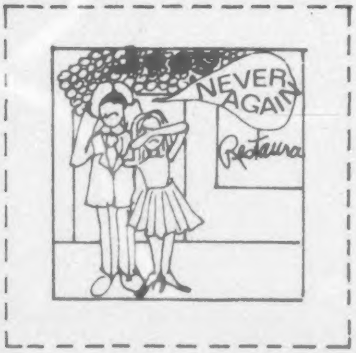
NEVER AGAIN
Restaura

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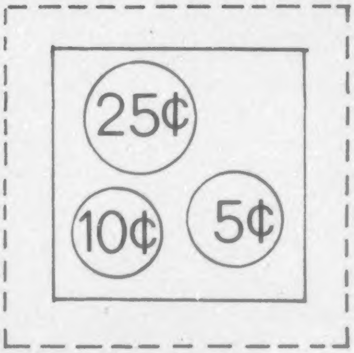

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Good Grooming
Good CONDUCT
PLEASANT MANNER

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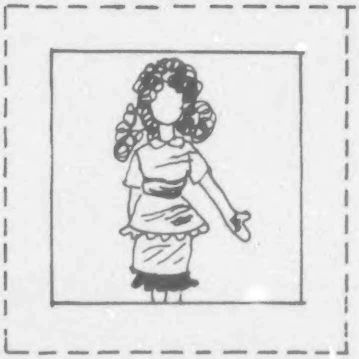

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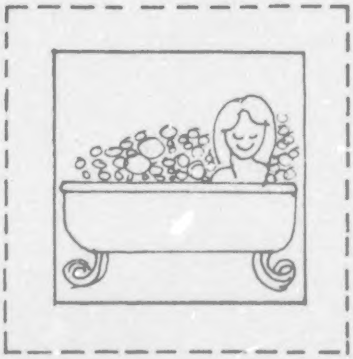

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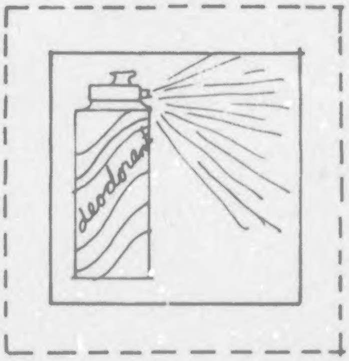

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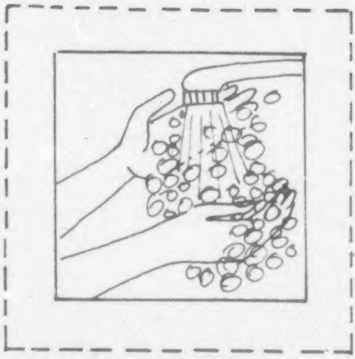

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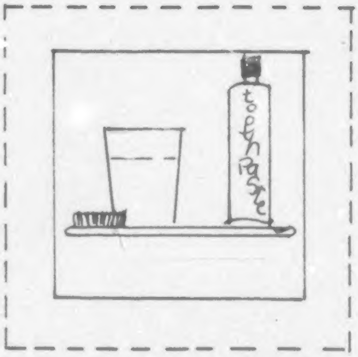
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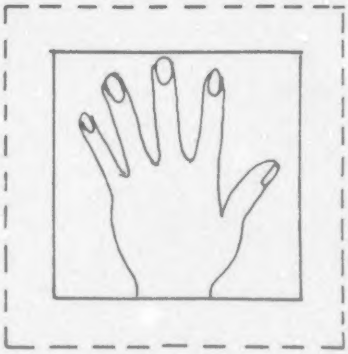

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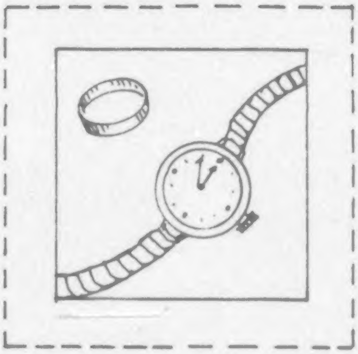

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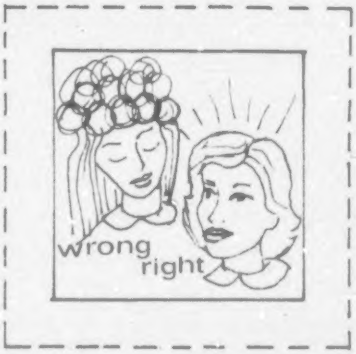
wrong
right

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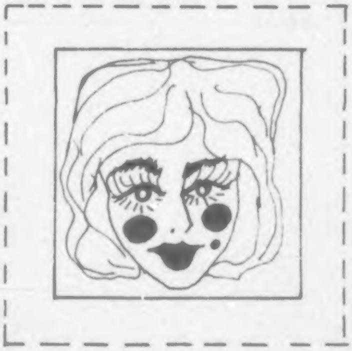

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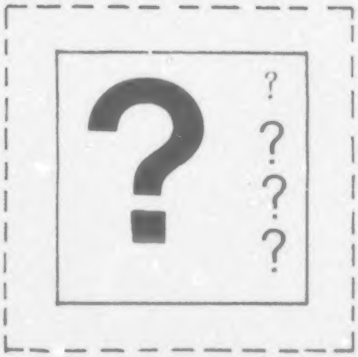

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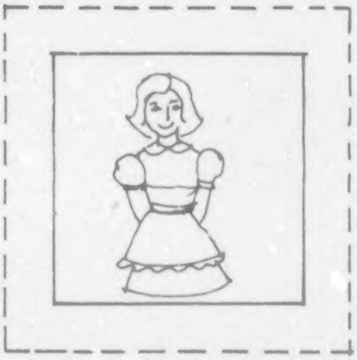

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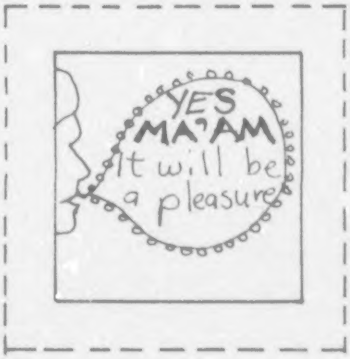
YES MA'AM It will be a pleasure

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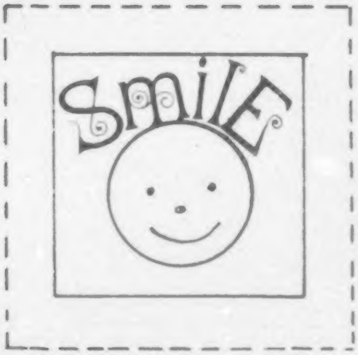

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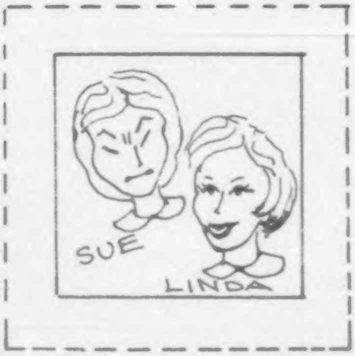

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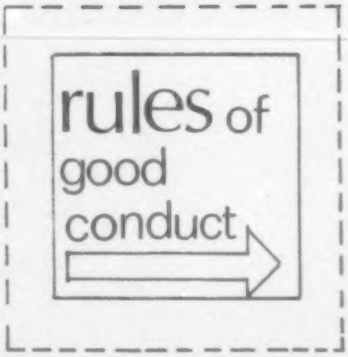
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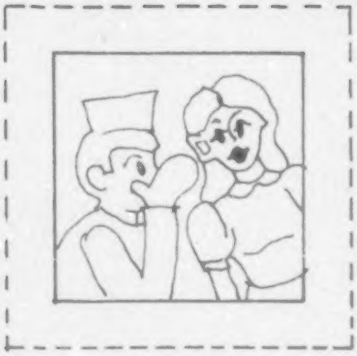

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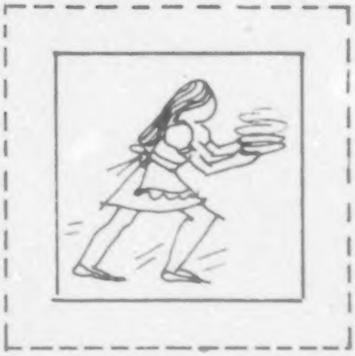

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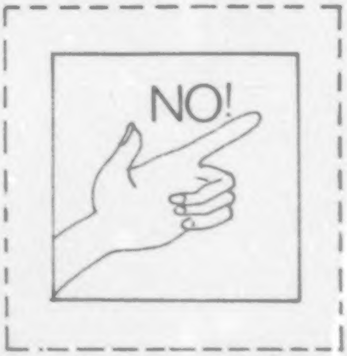

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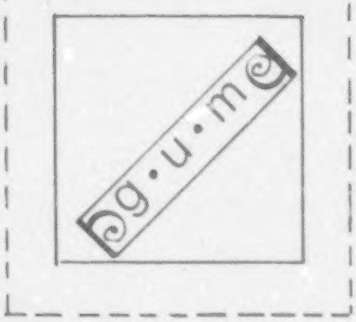

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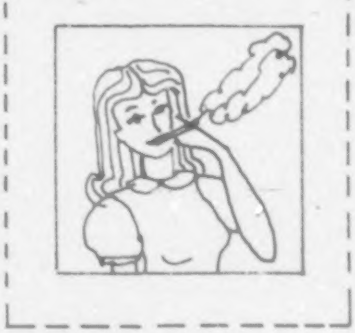

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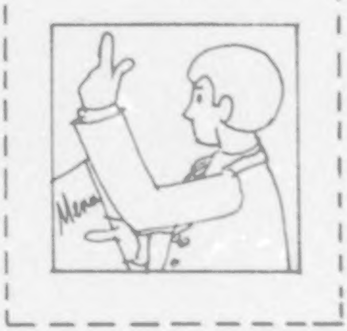
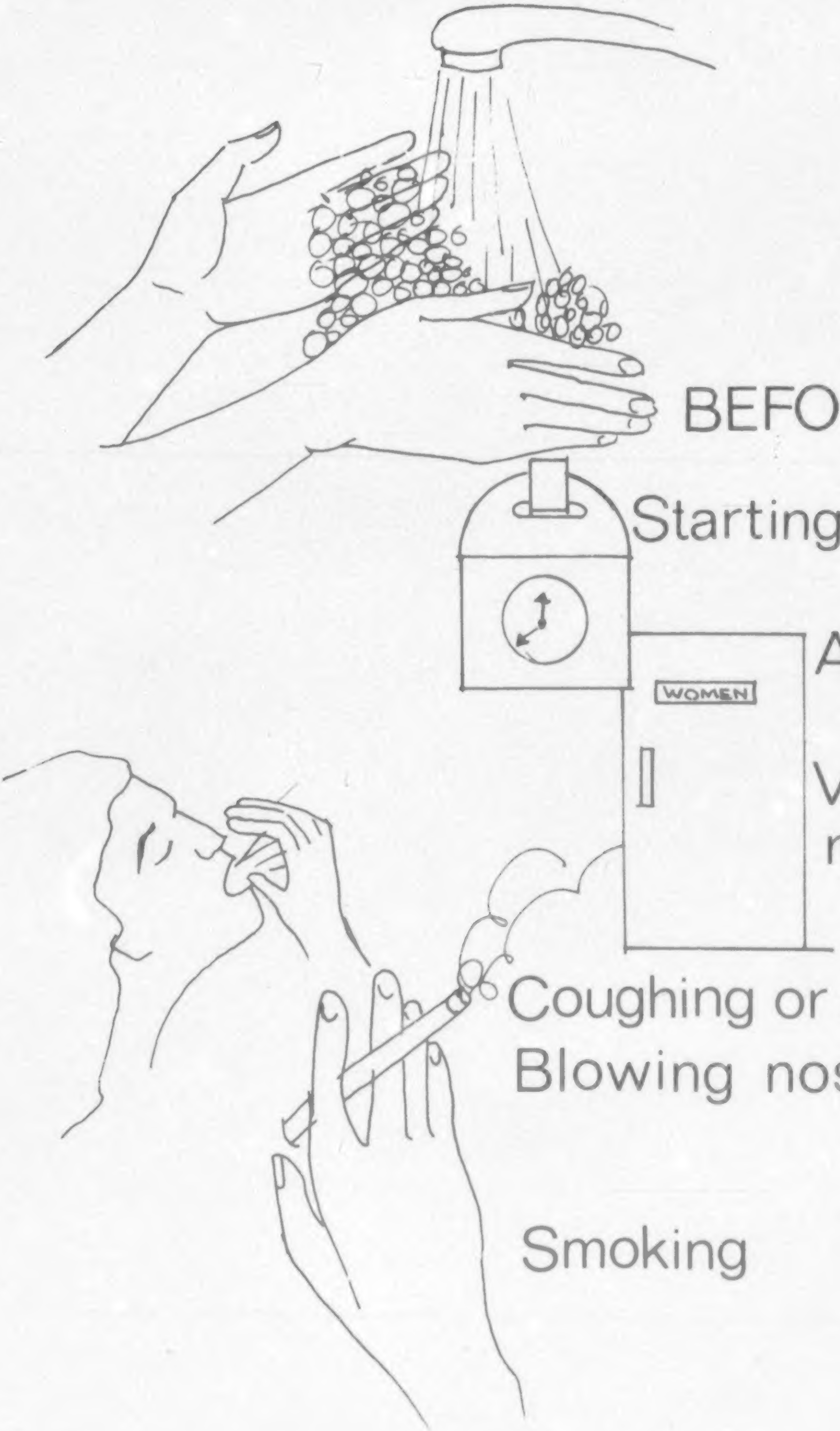


27

SANITARY METHOD OF HANDWASHING

1. Use correct sink for handwashing.
2. Turn on cold water, and add hot water until it is as hot as you can use.
3. Wet hands and wrists under running water.
4. Use soap, and work up a lather.
5. Rub hands together briskly~~,~~ making sure to scrub knuckles and nails.
6. Rinse hands and wrists thoroughly under running water.
7. Dry hands and wrists carefully with a paper towel, or use a hot-air dryer.
8. Dispose of paper towel in container provided.

WASH HANDS



BEFORE:

Starting to work

AFTER:

Visiting restroom

Coughing or sneezing
Blowing nose

Smoking

Sanitation in Food Handling

KEY IDEAS: Appropriate cleaning and storing methods and proper food handling contribute to providing safe and sanitary food.

WORDS TO KNOW:

food handler
microorganisms
safe temperature
host
perishable food
potentially hazardous food
agents
bacteria
food contamination
toxin

Behavioral Objectives	Learning and Evaluation Experiences
Cite the importance of sanitary and safe handling of foods (C-K)	Listen to a tape recorded interview of someone who has seen food-born illnesses occur. What were the results of the situation? Discuss the dangerous aspects of food-borne illnesses.
Cite procedures for sanitary and safe handling of foods (C-K)	View films or filmstrips showing importance of safe handling of large quantities of food.
	View transparencies showing temperatures at which food should be stored and served.
	List procedures which should be observed in food-service facilities to ensure handling and storing food. How should food be served to keep it safe? Why is it important to observe safe food handling and storage procedures?
Explain procedures for sanitary and safe handling of foods (C-C)	Discuss personal experiences with foods contaminated by foreign objects. Examples: hair in the soup, gum in a salad, used band-aid in the meat loaf, nail polisn chips in a cream pie. How would such experiences affect a customer's attitude toward the food establishment? Describe how you would react to this type of experience, and describe possible results of each situation. How could such carelessness be prevented?

Behavioral Objectives	Learning and Evaluation Experiences
Apply procedures for sanitary and safe handling of foods (C-Ap)	Conduct an experiment on the growth of bacteria. Place specimens of various foods on slides or agar plates. Store one sample of each food properly, one improperly. Periodically check each sample under a microscope to observe the growth of bacteria. What do results tell you about the proper storage of foods? About the growth of bacteria? Discuss conditions affecting the growth of bacteria? Experiment with bacteria from various sources. Take cultures from some of the following: cough, sneeze, spit, dirty hands, hair, can opener, garbage can, dirty floor, cockroaches, flies, or rodents. Can you see the bacteria in each specimen? View the results of the experiment, and discuss diseases such as typhoid fever, tuberculosis, common cold, influenza, strep infections, undulant fever, infectious hepatitis, and diptheria, which are transmitted through contamination of food. Discuss the symptoms and the seriousness of each disease. View slides or pictures of the effects of each disease, or ask the school nurse to discuss them. Work in groups to prepare a skit or illustrated talk on one of the following subjects: 1. The hygienic practices of a food handler (pantomime) 2. Temperatures above or below which hazardous foods should be kept (poster) 3. Best germ spreader in food service (skit) 4. Disposal of garbage and trash (demonstration) 5. Methods of pest control (poster, talk) 6. Satisfactory handwashing (demonstration, talk)

Behavioral Objectives	Learning and Evaluation Experiences
Display sanitary and safe handling of foods (A-V)	Exhibit sanitation procedures in the laboratory. Report to the teacher immediately if you suspect that a food might be contaminated.

Sanitation of Physical Facilities

KEY IDEAS:	Each employee has a responsibility for keeping his work area clean and orderly. Sanitizing serving surfaces decreases the spread of bacteria.
WORDS TO KNOW:	sanitizing physical facilities cleaning

Behavioral Objectives	Learning and Evaluation Experiences
Cite the necessity of sanitary physical facilities (C-K)	Watch skits showing situations in which customers enter food service establishments which are clean or dirty. What can happen if the furnishings are not clean? Does this make customers want to return? Why is it important to have clean facilities in a food service establishment?
	View films or filmstrips showing sanitation of equipment and facilities. List methods and devices used to keep food service equipment sanitary. Why is it important for food service facilities to be clean?
Describe sanitary standards for physical facilities (C-C)	Work in groups to determine the purpose of cleaning and to set up standards for cleaning the food-service laboratory. Share your standards with the class.
List the steps in cleaning furniture surfaces (C-K)	Watch a filmstrip showing procedures for cleaning counters, chairs, and table tops. What methods of cleaning are used for each? Why is sanitizing of table tops and counters necessary? How are table tops and counters sanitized? What type of cleaning is required before new customers are served?
	Work in groups to list the steps involved in cleaning specific food-service furnishings, such as tables, chairs, and serving counters.
Explain steps in cleaning furniture surfaces (C-C)	Look at a display of cleaning equipment and supplies. Decide which would be used for a specific cleaning job, such as cleaning a vinyl chair, a wooden table, or a formica serving counter.

Behavioral Objectives	Learning and Evaluation Experiences
	Look at pictures illustrating furniture surfaces which need cleaning. Decide which items in the pictures need cleaning, and describe the procedures which should be used to clean them.
	Arrange in the correct order, cards listing the steps in cleaning a specific furniture surface.
Demonstrate the steps in cleaning furniture surfaces (C-Ap)	Work with a partner to show correct procedures for cleaning tables, serving counters, and chairs. (See p. 191.)
Carry out appropriate standards of sanitation in the care of furniture surfaces (P-GR)	Practice cleaning the counter, table tops, and chairs in the food-service lab. With some students playing roles of guests, rotate duties to let everyone clean each at least once.
Name the steps in cleaning specific surfaces in a food-service establishment (C-K)	Observe demonstrations on cleaning of specific surfaces. Ask a custodian to give hints on cleaning floors, windows, woodwork, doors, blinds, and furnishings. Work in groups to list the steps used for cleaning each. When are floors swept, dust mopped, wet mopped, vacuumed, or polished? How is each process done? For which floor surfaces is each most appropriate?
	Work in groups to list the steps involved in cleaning specific areas in food-service facilities. Include floors, light fixtures, woodwork, blinds, walls, doors, and windows.
	View a filmstrip, demonstration, or transparencies showing procedures for sweeping, dust mopping, wet mopping, vacuuming, and polishing floors. List the steps involved in each. How often is each done in a food-service establishment? What motion is used for each? What equipment and supplies are used for each?

Behavioral Objectives	Learning and Evaluation Experiences
Give examples of cleaning procedures for specific surfaces (C-C)	Work with a list of floor surfaces, and indicate whether each should be swept, dust-mopped, wet-mopped, vacuumed, or polished.
	Work in pairs to explain correct cleaning procedures for various parts of a food-service establishment. One partner pretends to be an experienced employee explaining to his partner, a new employee, the steps followed in cleaning various types of floors, walls, light fixtures, and windows. Switch roles. Evaluate instructions.
Demonstrate the steps for cleaning specific surfaces in a food-service estabment (C-Ap)	Work with a partner to show correct cleaning procedures for floors (including sweeping, dust-mopping, wet-mopping, vacuuming, and polishing) walls, windows, and light fixtures.
Follow appropriate procedures for floor care in a commercial food establishment (P-GR)	Work with a partner to practice sweeping, dust-mopping, wet-mopping, vacuuming, and polishing floors. Follow steps outlined in previous activities.
	Practice cleaning the facilities in the food-service lab, following steps and procedures learned in previous activities.
Show continuing desire to maintain sanitary commercial food service facilities (A-V)	Display desire to follow procedures for sanitary facilities while working in the food service laboratory.

Cleaning Procedures

Dining Tables, Counters, Bar Tops, Chairs, and Stools

1. When guest leaves his seat, clear away dishes and glasses.
2. Wipe area, including edges of furniture and chair seats, with clean towel wrung out in a sanitizing solution.
3. Rinse towel in solution often.
4. Keep towels clean. Change them often.
5. Each day, spray a cleaning and sanitizing agent on surfaces. Wipe clean and dry.
6. Wipe all surfaces with a clean, dry, cloth.

Loading Dock

1. Sweep up and remove all loose trash.
2. Apply hot sanitizing solution to floor areas and to garbage can exteriors, steps, ramps, etc.
3. Let solution stand 5 minutes.
4. Spray-rinse with clear hot water.

Walls--Tile, Block, and Plaster.

1. Wipe clean with a warm solution of cleaner.
2. Clean areas, such as light switches, that come in contact with hands.
3. Clean areas soiled by splashing solutions and waste materials.
4. Let surfaces air dry.
5. If walls are heavily soiled, rinse with clear water, and allow to air dry.

Finished Wood Paneling

1. Wipe clean with clean cloth wrung out in an all-purpose cleaning solution.
2. Wipe dry with a clean, dry cloth.

Floors

1. Clear floors of all movable objects.
2. Sweep to remove loose soil.
3. Mop with a disinfectant solution.
4. Rinse mop.
5. Rinse floor, changing water frequently.

Sanitary Dishwashing Procedures

KEY IDEAS: Clean, sanitary dishes contribute to bacteria-free food service.

If not cleaned and sanitized, utensils and equipment used in preparing, serving, and storing food will contaminate it.

WORDS TO KNOW:

pre-rinse
scrape
dish detergent
water softener
sanitizing agent
spotting agent
bactericide

Behavioral Objectives	Learning and Evaluation Experiences
Identify the steps in preparing dishes for washing (C-K)	Observe a demonstration on pre-wash procedures: scraping, disposing of garbage, and pre-rinsing. What equipment is used? How is paper trash disposed of? How is garbage disposed of when a garbage disposal is not available? What is the temperature of water used for pre-rinsing?
Describe procedures in preparing dishes for washing (C-C)	Prepare posters to illustrate scraping, disposing of garbage, and pre-rinsing. Place posters near the dishwashing area. Why are these pre-wash procedures important?
Carry out pre-wash procedures (C-Ap)	Practice scraping, disposing of garbage, and pre-rinsing of dishes in lab, following directions given on the posters.
Identify the steps in manual (hand) dishwashing (C-K)	Watch a cafeteria worker, restaurant employee, or other resource person demonstrate manual dishwasing. What items are usually washed manually? What supplies are needed? What equipment is used? List steps involved in manual dishwashing. How is water temperature checked? What type of detergent is used? How is it measured? Study handouts on manual dishwashing procedures. (See p. 196.)
Describe the procedures in manual dishwashing (C-C)	Depict on a separate poster each step used in manual dishwashing. Discuss the posters, and arrange them in correct order. What water temperature is necessary to wash the dishes, to rinse the dishes, to sanitize the dishes? How is water supplied at these temperatures? Display the posters near the sink where dishwashing is done.

Behavioral Objectives	Learning and Evaluation Experiences
Follow manual dishwashing procedures (C-Ap)	Work in pairs to carry out manual dishwashing procedures: readying the equipment, gathering supplies, carrying out pre-wash procedures, washing, rinsing, and sanitizing.
Explain how a commercial dishwashing machine operates (C-K)	View a film showing the operation of the commercial dishwasher. Discuss the following questions: What cycles do dishes go through in a commercial dishwasher? How are dishes racked for washing? What kind of detergent is used? How much is used? How is it measured? What sanitizing agents are used? When are they used? What quantities are used? How are they measured? Listen to a commercial-dishwashing equipment salesman, or a commercial-dishwasher operator explain and demonstrate how the dishwasher operates.
Explain how using a dishwashing machine contributes to uncontaminated food (C-C)	Discuss the following questions: How are dishes sanitized in a commercial dishwasher? What role does the temperature of the water play? The amount and type of detergent? The amount and type of sanitizing agent?
Point out the advantages and disadvantages of mechanical and manual dishwashing (C-An)	Determine the differences between the two methods of washing dishes. Compare the water temperatures, the number of people involved, the time required, etc.
Practice procedures for operating the dishwasher (P-GR)	Take turns trying to operate the dishwasher, checking each step in the procedure against those observed in the demonstration. Inspect the dishes for cleanliness when they are removed from the dishwasher.
Operate the dishwasher (P-M)	Operate the dishwashing machine in the food-service lab, rotating the responsibility each class period.

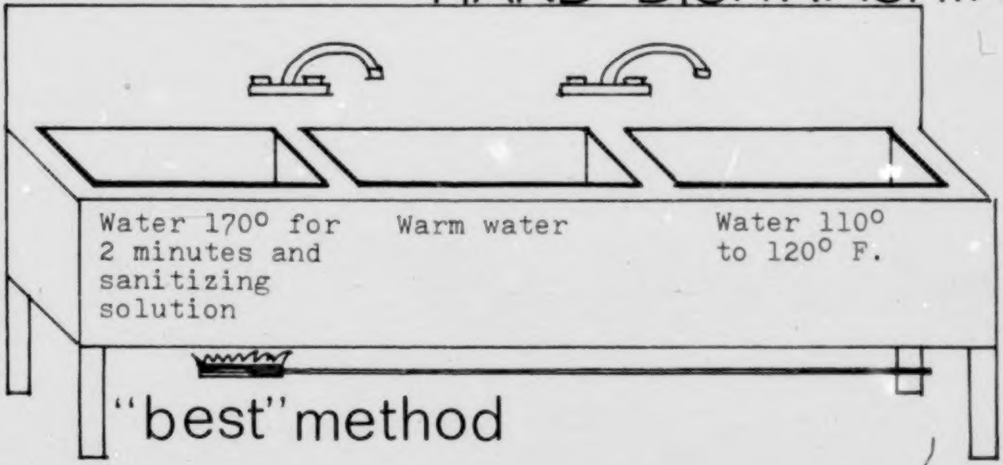
Behavioral Objectives	Learning and Evaluation Experiences
Identify the method of drying dishes used in food-service establishments (C-K)	Interview several food-service establishment owners or managers to determine how dishes are dried in their establishments. Why do they use these methods? Is a dish towel ever used? Why?
	Notice how the dishes, glassware, and silverware are dried in food-service establishments you visit.
Identify procedures for handling clean tableware (C-K)	Observe a demonstration on methods of carrying and handling clean items such as cups, plates, bowls, silverware, and glassware. Note which areas of the clean items are touched by the hand.
	View transparencies showing the correct method of handling clean dishes. (See p. 198.) Describe the correct procedure for holding various types of dishes. Examples include holding plates by the rims and never putting thumb or fingers in the center of a plate, holding cups by the handles, holding bowls by the sides, and holding glassware by or near the bottom.
Describe the procedures for correct handling of clean tableware (C-C)	Volunteer to explain the procedure for handling each item of tableware as the teacher holds it up.
	Draw a card naming an item of tableware, and describe how you would carry it to the storage area or serving station.
	Explain ways of transporting clean utensils to the storage area. Why are silverware and other similar equipment picked up by the handle after cleaning? Why are dishes handled only by the rim?

Behavioral Objectives	Learning and Evaluation Experiences
Carry out procedures for correct handling of clean tableware (P-GR)	Practice picking up dishes and silverware by the rims and handles.
Use correct handling of clean tableware (P-M)	Improve handling of clean dishes until correct handling becomes a habit.
Identify the storage areas for clean utensils (C-K)	Tour the food-service lab, and note the storage areas for dishes, silverware, glasses, and pots and pans.
	Look at pictures of various storage procedures for tableware.
Describe the procedures for proper storage of clean dishes (C-C)	Explain the correct procedures for storing tableware. (12 in. above the floor in a clean, dry place and, when practical, covered or turned upside down)? Why is all glassware stored upside down? Why should bowls be turned upside down? Why are portable, self-leveling devices preferable?
Apply correct storage procedures for clean dishes (C-Ap)	Store the clean items, using the correct method and storing in the proper area. Work in pairs to check each other on proper handling of equipment.

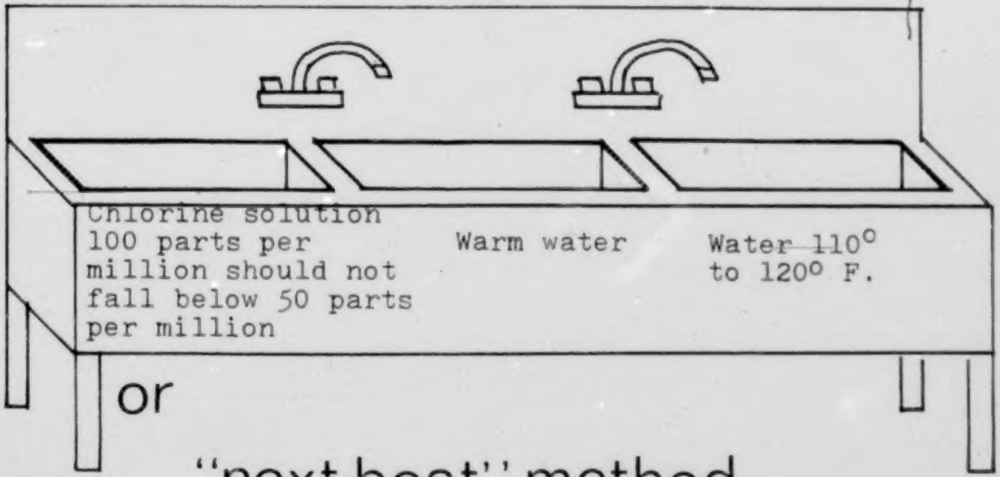
Sanitary Methods to Clean Pots and Pans

1. Get supplies and equipment ready. Get out fiber brush, wire brush, detergent, and sanitizing agent. Use a two- or three-compartment sink. (See p. 197.)
2. Fill first compartment of the sink with hot water (110 - 120 degrees F.)
3. Scrape pots and pans. Soak until time to wash them.
4. Drain first compartment, and fill with hot water (110 - 120 degrees F).
5. Measure the right amount of detergent. (Following the package directions.) Add detergent to water.
6. Wash all over pots and pans, using a clean fiber brush.
7. Change water if needed to keep it at 110 degrees.
8. Scrub burned pots and pans with a wire brush.
9. Rinse pots and pans in warm water in second sink. Change water often to keep it free of detergent.
10. Sanitize in rinse section if using a two-compartment sink. Hold pots and pans in 170 degrees F. water for 2 minutes.
11. Fill the second compartment of the three-compartment sink with clean hot water to cover pots and pans.
12. Place pots and pans in 170-degree-F. water for 2 minutes to sanitize. Or in 212 degree F. water for 30 seconds.
13. Use chlorine bleach as sanitizing agent, if desired. (Follow directions on bottle.)
14. Pots and pans which are too large to be covered with water in the third compartment, are sanitized by hosing with live steam, or boiling water or by spraying or swabbing with a chlorine solution.
15. Remove pots and pans from hot water.
16. Drain pots and pans. Air-dry on a rack or clean surface. Do not towel dry.
17. Store pots and pans upside-down on shelves, or cover to protect.

SINKS AND TEMPERATURES FOR HAND DISHWASHING

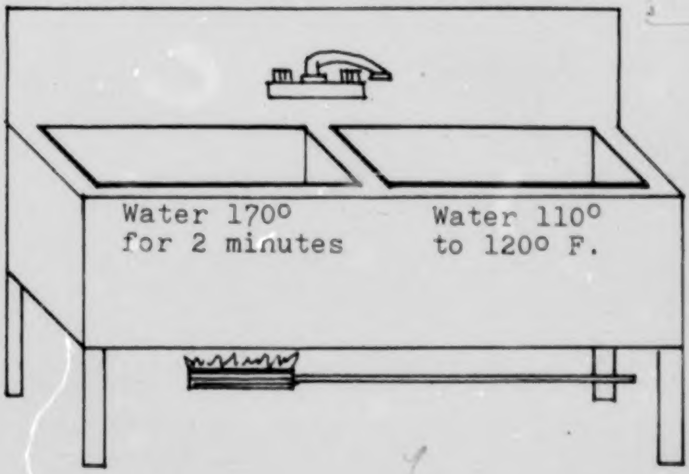

Water 170° for 2 minutes and sanitizing solution
Warm water
Water 110° to 120° F.

"best" method

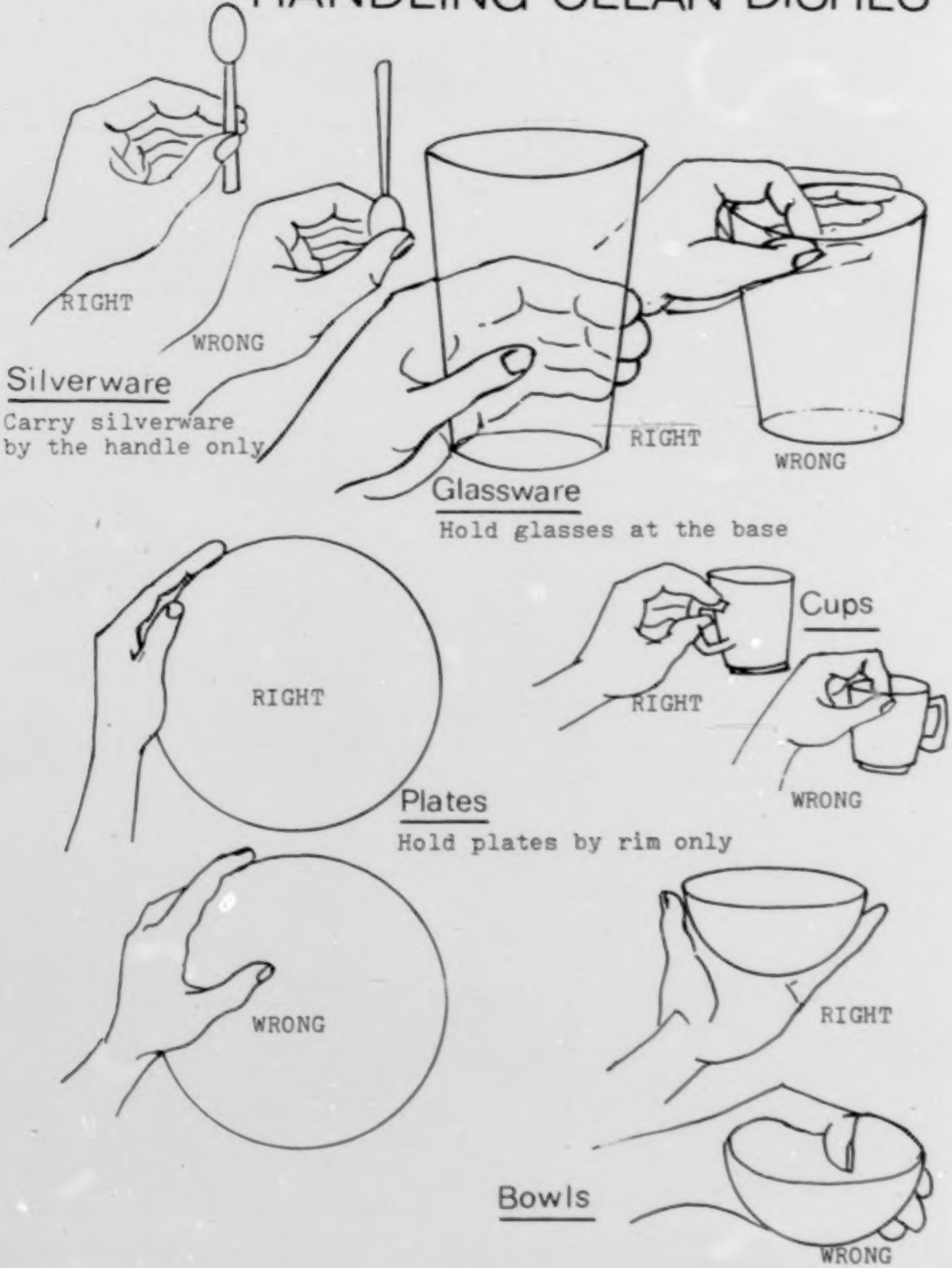

Chlorine solution 100 parts per million should not fall below 50 parts per million
Warm water
Water 110° to 120° F.

or

"next best" method


Water 170° for 2 minutes
Water 110° to 120° F.

HANDLING CLEAN DISHES


RIGHT
WRONG
RIGHT
WRONG
RIGHT
RIGHT
WRONG
WRONG
RIGHT
WRONG

Silverware

Carry silverware by the handle only

Glassware

Hold glasses at the base

Plates

Hold plates by rim only

Cups

Bowls

CONCEPT: Safety

JUSTIFICATION:

The National Safety Council estimates that 90% of all accidents occuring in commercial food-service facilities are avoidable. Accidents are expensive to employers as well as to employees in terms of time, money, and physical health.

Food-service employees handle thousands of dollars worth of equipment daily. Carelessness and extravagance in handling equipment increases cost of operation; therefore, employees and management should constantly work together to minimize losses caused by breakage, damage, or spoilage of property.

OVERALL OBJECTIVES:

Demonstrate the ability to perform commercial food tasks safely (C-Ap)

Apply standards of safety when working in a commercial food facility (P-M)

Show concern for safety in a commercial food facility (A-V)

Preventative Procedures

KEY IDEAS: There are many potential hazards in food-service operations.

The safety of the worker depends on his taking necessary precautions and operating equipment correctly.

Knowledge of preventive procedures can cut down on unnecessary accidents.

WORDS TO KNOW:

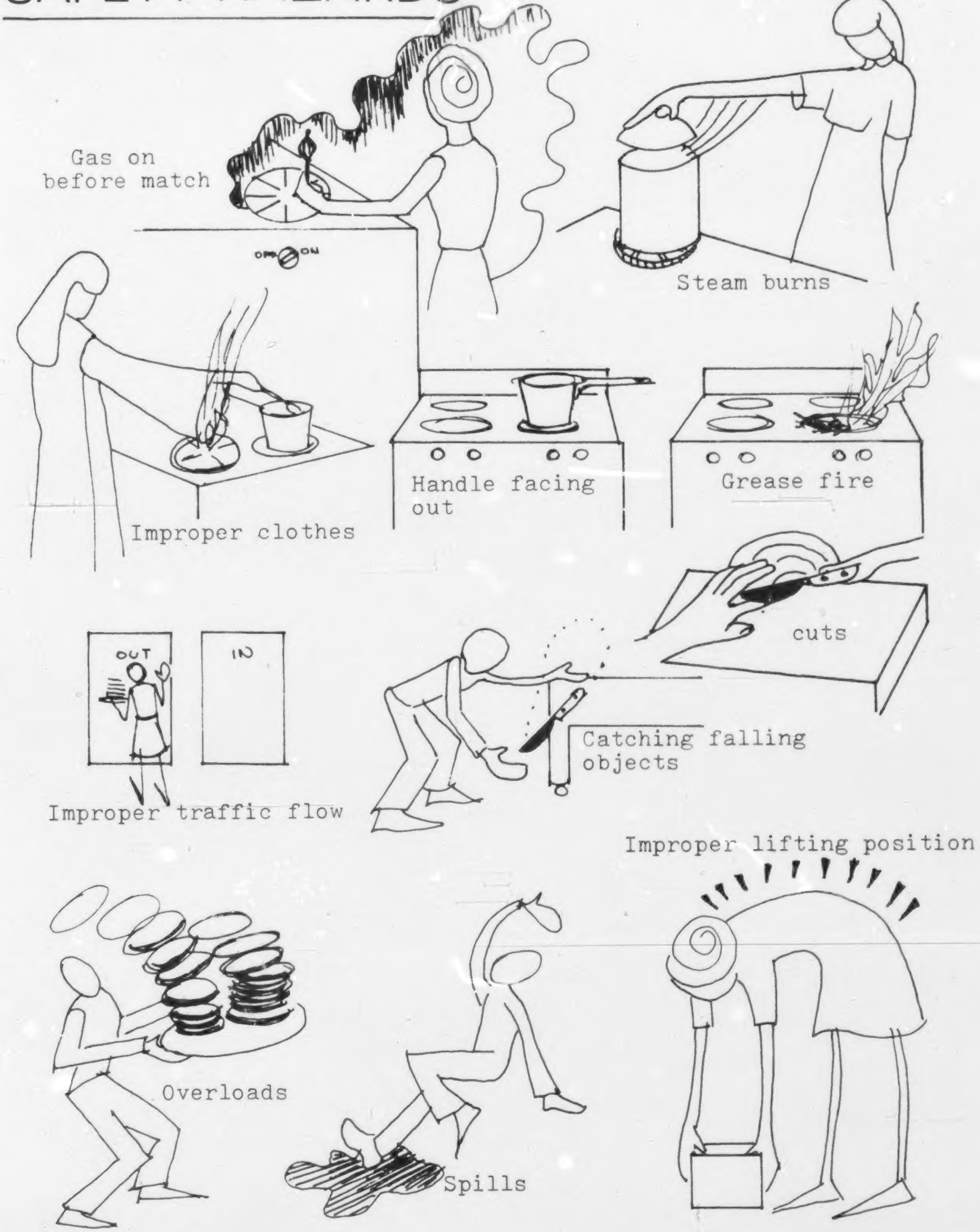
safety
accident
accident prevention
unsafe acts
injury
unsafe conditions
safety precautions

Behavioral Objectives	Learning and Evaluation Experiences
Note the importance of safety in the commercial kitchen (C-K)	Listen to a representative of a casualty insurance company discuss the statistics of accidents in food-service establishments. Discuss the cost of accidents in relation to time, money, health, etc. React to the statement "Accidents don't happen; they are caused, and can be prevented."
Cite typical accidents and injuries in commercial food facilities (C-K)	Make a bulletin board of clippings and pictures titled, "This could be you," showing accidents common in commercial food facilities, such as falls, collisions with persons or equipment, slips, stumbles, burns, cuts, sprains, splinters, broken bones, and bruises.
Identify factors which lead to unsafe conditions in commercial food facilities (C-K)	Work in groups to identify safety hazards depicted in cartoons, such as neglect, carelessness, lack of organization, improper functioning of equipment, inappropriate clothing in dining and food-preparation areas. Whose responsibility is it to prevent these hazards?
List unsafe conditions in a commercial food-service establishment (C-K)	Define an unsafe condition. Tour the food-service laboratory. Can you spot any unsafe conditions? Brainstorm to identify other unsafe conditions that might exist in a food-service establishment.

Behavioral Objectives	Learning and Evaluation Experiences
Describe unsafe conditions in a commercial food-service establishment (C-C)	Look at illustrations showing unsafe conditions. Explain why a particular condition is unsafe, and predict possible accidents that might result from the condition.
Identify unsafe acts occuring in a commercial food-service establishment (C-K)	View transparencies showing unsafe acts found in a commercial food-service establishment. What is an unsafe act? Name the unsafe acts seen in the slides. Can you think of others? (See p. 203.)
Depict unsafe acts occuring in a commercial food-service establishment (C-C)	Pantomime unsafe acts, such as breaking glass, lifting heavy boxes, using equipment you do not know how to operate, "horseplaying" on the job, or wearing unsafe clothing.
Identify accident-prevention procedures for the commercial food facility (C-K)	View films on kitchen safety. Discuss the responsibility of each employee in helping to achieve and maintain safe conditions for food preparation and service. Note the ways accidents are prevented.
Describe accident-prevention procedures for the commercial food facility (C-C)	Study illustrations of potential hazards in a commercial food facility, and give examples of ways to make the unsafe act or condition into a safe one.
Apply accident-prevention procedures in the commercial food facility (C-Ap)	Select a piece of equipment used or a task performed in a commercial food facility, and demonstrate the safety precautions associated with the use of the equipment or the performance of the task.
Point out safety precautions to be observed in the commercial food facility (C-An)	Follow safe practices for the prevention of accidents, report hazards, and suggest safety precautions to reduce accidents in the commercial food-service establishment.
Compile a checklist of safety precautions to use in the laboratory (C-S)	Develop a check sheet of questions to aid in prevention of accidents. Examples:

Behavioral Objectives	Learning and Evaluation Experiences
	Falls: 1. Are spills cleaned up immediately? 2. Are mops and brooms put in the proper storage area after use and not left out for someone to trip over? 3. Are stepladders sturdy and in good condition? Cuts: 1. Is broken glass promptly swept up and the small pieces picked up with with a damp paper towel? 2. Are knives to be washed left on the drain board and not dropped into the sink? Burns: 1. Are dry pot holders used for lifting hot pans? 2. Are lids lifted properly from pans so that steam burns are avoided? 3. Are flames turned off when pans are removed from the range?

SAFETY HAZARDS


Gas on before match
OFF ON
Steam burns
Improper clothes
Handle facing out
Grease fire
cuts
OUT
IN
Improper traffic flow
Catching falling objects
Improper lifting position
Overloads
Spills

Emergency Procedures

KEY IDEAS: Emergencies require immediate and appropriate handling.

Failure to respond to emergencies properly may result in the loss of or extensive damage to life, limb, or property.

An understanding of how to handle emergencies aids in protection of the food-service worker.

WORDS TO KNOW:
emergency situation
carbon dioxide extinguishers
soda-acid extinguishers
pressurized-water extinguishers
dry-chemical extinguishers
combustible material

Behavioral Objectives	Learning and Evaluation Experiences
Identify potential emergencies in the commercial food facility (C-K)	Define "emergency". Brainstorm to list possible emergencies that might occur in a commercial food-service facility.
Name the elements of a fire (C-K)	Listen as the teacher goes over the three elements of a fire: heat, oxygen, and a combustible material. Are these elements present in a food-service facility? Where?
Cite the three types of fires (C-K)	Listen to a fireman discuss the three types of fires: rubbish, wood, or paper; oil; and electrical. Where might these type of fires occur in a food-service facility?
Identify the methods of handling fires (C-K)	Listen to the fire chief discuss the kinds of fire extinguishers used for different types of fires. Note the placement of fire extinguishers in the food-service lab. Watch a demonstration on handling fires.
Describe methods of extinguishing fires (C-C)	Draw an assignment card naming a type of fire to be extinguished. Explain the procedure for extinguishing it.
Identify other emergency situations (C-K)	Brainstorm to identify emergency situations other than fires, such as cuts, burns, and falls.

Behavioral Objectives	Learning and Evaluation Experiences
	Listen to a commercial food-service manager describe various emergency siutations and ways of handling them.
Identify procedures for handling specific emergencies (C-K)	Listen to a school nurse discuss handling of emergency cuts, burns, and falls. Work in groups, and list steps for handling a cut, burn, or fall.
	Watch a nurse demonstrate emergency first-aid treatments. Examine a first-aid kit. Note the location of the first-aid kit in the food-service lab.
	View a film on food-service emergencies. Note the procedures for handling emergency situations. To whom should the accident be reported?
Describe procedures for handling specific emergencies (C-C)	Make posters to illustrate procedures for handling emergency situations such as cuts, burns, and falls. Display posters in the lab.
Practice procedures for handling emergencies (P-GR)	Divide into rescue teams, and practice handling simulated emergency situations such as a grease fire on the griddle or a cut finger.
	Draw an emergency-situation assignment, and pantomime the emergency situation.
Adopt procedures for handling selected emergency situations (A-V)	Select appropriate emergency procedures in the lab when presented with an emergency situation.

CONCEPT: Receiving, Storing, and Issuing

JUSTIFICATION:

Receiving, storing, and issuing food are important phases in food production because of their role in cost control. Careful checking of deliveries for both quality and quantity is essential. Storage of food influences its quality and safety. Issuing food on a first-in, first-out basis prevents spoiled food which results in loss of money through direct waste or loss of money. In addition, strict adherence to issuing procedures discourages careless requisitioning and stealing.

OVERALL OBJECTIVES:

Utilize correct procedures for receiving, storing, and issuing food (C-Ap)

Endorse receiving, storing, and issuing procedures which contribute to maintenance of food quality (A-V)

Receiving, Storing, And Issuing

KEY IDEAS: Careful checking of deliveries for both quantity and quality saves the food service establishment money.

Proper storage of food affects its quality and safety.

Issuing foods on a first-in, first-out basis prevents spoiled food which results in loss of money either through direct waste or through lost customers.

Careless requisitioning or unauthorized requisitioning costs and food service establishment money in wasted time and food and in stolen food.

WORDS TO KNOW:

- receiving
- receiving clerk
- delivery
- purchase order
- invoice
- delivery slip
- specifications
- quality
- quantity
- credit memo
- receiving records
- receiving tickets
- receiving or invoice stamp
- daily receiving sheet
- conventional receiving
- blind receiving
- storeroom man
- steward
- perishable foods
- spoilage
- aging (of meats)
- circulation
- rancid
- thawing
- swelling (of cans)
- dry bulk foods
- first-in, first-out
- issuing
- requisition form
- inventory

Behavioral Objectives	Learning and Evaluation Experiences
List facilities and equipment needed for receiving and storing food (C-K)	Tour a commercial food-service establishment or school cafeteria to view receiving and food-storage facilities. What three ways are foods stored? Observe the arrangement of foods in the storage room, the refrigerator, and the freezer. Listen as the receiving clerk or storeroom man points out features of the facilities. What equipment is essential for receiving food? Why is ability to use scales accurately essential? Locate food-storage facilities in food service lab.

Behavioral Objectives	Learning and Evaluation Experiences
Cite procedures for receiving food (C-K)	Listen to a receiving clerk describe procedures for receiving food. Why is it necessary to weigh each item received separately? What procedures are used to check quality of perishable fruits and vegetables? How can tagging meats with their weight at time of delivery save time later? Why should checking be done before signing the invoice or delivery slip? Who else should check perishables? How can the receiving clerk be sure each item meets the specifications of the order? Why should the receiving clerk be familiar with meat specifications of management? know how to read meat labels and inspection stamps? Why should he know how to weigh and measure meats? Why should prices and quantities not merely be copied from the invoice? What receiving records are needed? What is "blind receiving"? What procedure is used for refusing part of an order? What procedures is used if the order is short? Listen as teacher describes procedures to be used in storing food in the food service lab. Answer questions about procedures to be used until you can recite them without hesitation. List the points every shipment received should be checked against the invoice for. Include type of item, size, number of items, weight, quality, and condition. How do you know that the delivery invoice represents what was ordered? Legally what does the receiving clerk's signature mean on an invoice?

Behavioral Objectives	Learning and Evaluation Experiences
Identify forms used in receiving food (C-K)	Study sample receiving records, receiving tickets, and receiving or invoice stamp. (See p. 216.) How are these used in receiving food? If daily receiving records are used, who gets each copy? What is included on the daily receiving record?
Summarize procedures for receiving food (C-C)	Make a poster to serve as a reminder briefly stating procedures for receiving.
	Practice filling out forms to be used in the food-service lab for receiving food.
Utilize correct procedures in receiving food (C-Ap)	Role play to practice procedures for receiving food. One student takes the part of the delivery man, another of the receiving clerk.
	Take turns receiving food for the food-service lab according to a rotation chart. Which should be inspected more thoroughly, canned tomatoes or fresh tomatoes?
Endorse receiving procedures which ensure receipt of the quantity and quality food ordered (A-V)	Observe procedures which ensure that foods delivered are the exact quantity ordered and that the quality meets the established specifications, even though these procedures take more time. Never sign a delivery slip or invoice without checking the goods received first. Ask supervisor to check any items about which there is a question. Discuss personal qualities the receiving clerk needs. If the receiving clerk is consistently thorough and honest when inspecting shipments, what influence may this have on the delivery man and his company?

Behavioral Objectives	Learning and Evaluation Experiences
State reasons for careful food storage (C-K)	Brainstorm to list reasons for careful food storage. How is food storage related to sanitation? How can food storage affect profits? How can storage of food influence how flavorful and appetizing it is to the customer?
Cite procedures for storing food (C-K)	Listen to a health inspector describe acceptable procedures for storing food. What is the chief function of the storage department? When should foods be stored after they are received? Which foods should be stored first, what cleanliness and sanitation standards should be maintained in refrigerators? Freezers? Storeroom?
	Observe a demonstration on storing foods in the refrigerator. How often should foods be checked for spoilage? Which foods should be stored away from strong-odered foods? What special procedures should be followed for storing eggs? Butter? Cheese? Fruits and vegetables? Meats? Why is it necessary to allow room for air to circulate? What type pans allow food to cool most quickly? Why should prepared foods be covered? Should the refrigerator door be allowed to remain open?
	Study charts showing temperatures at which various foods should be stored and the acceptable length of time each may be stored. Post copies of the charts near each storage area.
	Observe a demonstration on storing foods in the freezer. How should foods be wrapped for freezing? What types of wrap may be used for freezing? What type containers may be used?

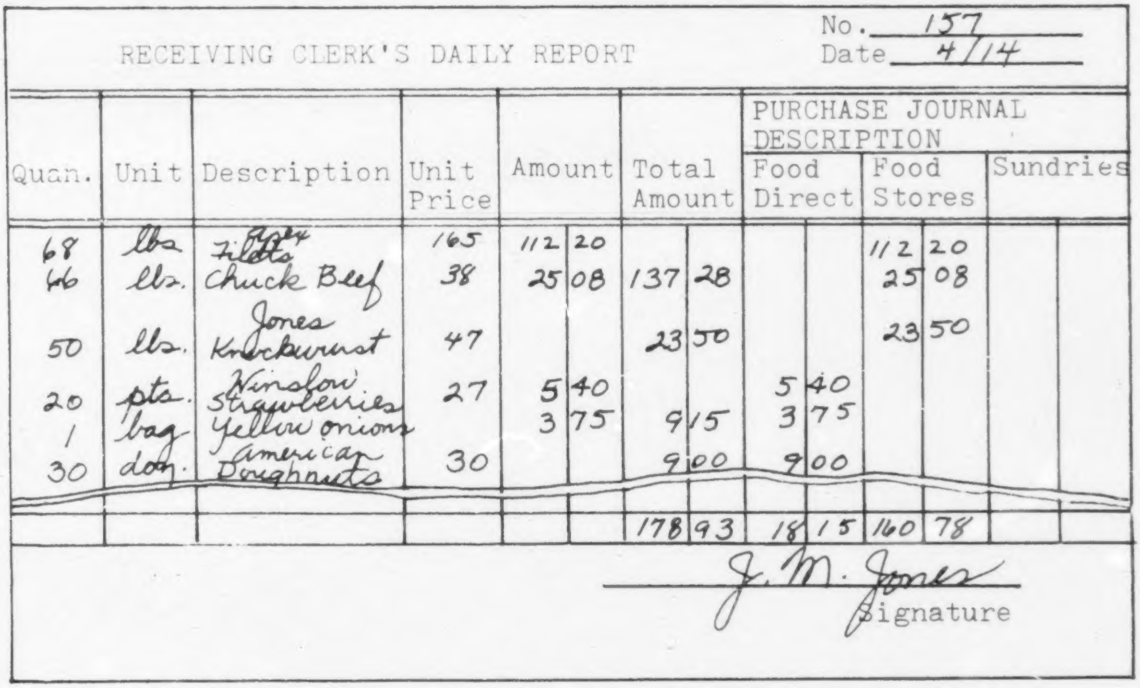
Behavioral Objectives	Learning and Evaluation Experiences
	Observe a demonstration of storing foods in the storeroom. What type containers should be used for storing dry bulk foods such as flour, sugar, and salt? Why should foods be stored off the floor? How can labeled shelves aid in locating items? How can arranging foods by groups such as cereals, fruits, soups, and vegetables, or alphabetically and placing like foods together, aid in locating items? What is meant by first-in, first-out? At what temperature should canned goods be stored? Should nonfood items such as soaps, detergents, insect powders, and rat and other poisons be stored in the storeroom? Why?
Explain procedures for storing foods (C-C)	Divide into groups of four. Each player draws a number. Player who draws the highest number may draw a card listing a food to be stored. If the player correctly tells how to store the food to the satisfaction of other players, he scores four points. If he cannot, the player who has drawn next highest number tries to answer. If correct, he scores three points. A player giving only a partial answer may receive half the points, and the next player who can complete the procedures receives the remaining points. Cards for which correct storage procedures are given are placed in a discard pile. If no player can tell how to store the food, players look up the correct procedures in references or ask teacher. The card is returned to the draw pile, which is then shuffled. The player scoring the most points at the end of a specified time period is the "Food Storage Expert" and may have the first opportunity to be in charge of receiving and storing food.

Behavioral Objectives	Learning and Evaluation Experiences
	View a role-play situation of a food service worker who leaves the freezer door open unnecessarily; makes several trips to the freezer or refrigerator for items needed in one lab; doesn't use a cart to collect items; stores food uncovered; uses a sharp knife to chip off ice when defrosting. Identify as many incorrect procedures observed as you can.
	Prepare a display case using food models and vapor-and-moisture-proof wrap to illustrate procedures for proper refrigerator and freezer storage.
Demonstrate ability to store food properly (C-Ap)	Practice procedures for storing food properly under teacher's supervision. Store eggs to ensure proper circulation of air. Wrap butter or closely cover to prevent rancidity. Store strong-flavored cheeses away from eggs. Prepare fruits and vegetables for storage.
	Store meats so air can circulate around all surfaces. Store fish in well-insulated fish box surrounded with ice and away from other foods. Allow at least 24 hours for thawing fish, meats, and fruit pies in refrigerator and do not refreeze. Label shelves. Arrange goods in first-in first-out order. Store heaviest and most frequently used items nearest entrance.
Accept responsibility for storing food properly (A-V)	Store all foods immediately upon receipt from most perishable to least perishable without being reminded.
	Voluntarily check food daily for spoilage and to identify foods which need to be used immediately, when you are in charge of storeroom.
	Wipe up any spills and remove particles of food from storage areas without being told.

Behavioral Objectives	Learning and Evaluation Experiences
	Rotate stock so that foods are used on a first-in, first-out basis, even though following this procedure is time consuming and required additional energy.
Define inventory (C-K)	Listen as a storeroom clerk explains procedures for taking inventory. Define inventory.
Explain procedures for taking an inventory (C-C)	Explain in your own words procedures for taking inventory. What forms are used? Why are periodic inventories made?
Demonstrate ability to take inventory (C-Ap)	Follow procedures for taking inventory in the food service storeroom once during the year on a rotating basis.
Identify procedures for issuing food (C-K)	Observe a demonstration by a chef, steward, or storeroom man on procedures for issuing food. What procedure is used to requisition food? Who may have to approve each requisition? How are requisitions like "checks drawn on a food bank"? Is food requisitioned all day or only during specific hours? Why? Who is responsible for checking daily to see if any foods need to be used immediately?
	Study a sample requisition form (see p. 217.) What information is included? Why may requisition forms be used to control distribution?
	Listen as teacher describes procedures to be used in issuing food in the food service lab.
Summarize procedures for issuing food (C-C)	Make a poster listing procedures for issuing food to post in the food storage area.

Behavioral Objectives	Learning and Evaluation Experiences
Employ correct procedures for issuing food (C-Ap)	Practice filling out requisition forms. Draw a recipe card for a food which might be prepared in the food-service lab. Fill out a requisition form for the ingredients which would be needed from the stockroom.
	Fill out a requisition form to request foods from the stockroom each time you prepare food. Be sure to request all items, allowing time to have them delivered to your work station when needed. Do not acquire a habit of requesting food several times a day or as needed during a lab.
	Use correct procedures for issuing food in the foods lab. Take turns being the steward by following a rotation chart.
Form a habit of using requisition forms correctly (A-V)	Make an effort to carefully and accurately fill out each requisition form. Include the ordering department, the item needed, the size or amount needed, the grade required, the person responsible for the order, and the time the order is needed. Secure approval from the instructor without being reminded.
	Check each requisition carefully before filling when you are in charge of issuing food. Do not fill a requisition which has not been approved by the instructor.
	Volunteer to list foods which have not been used in several months.

RECEIVING RECORD



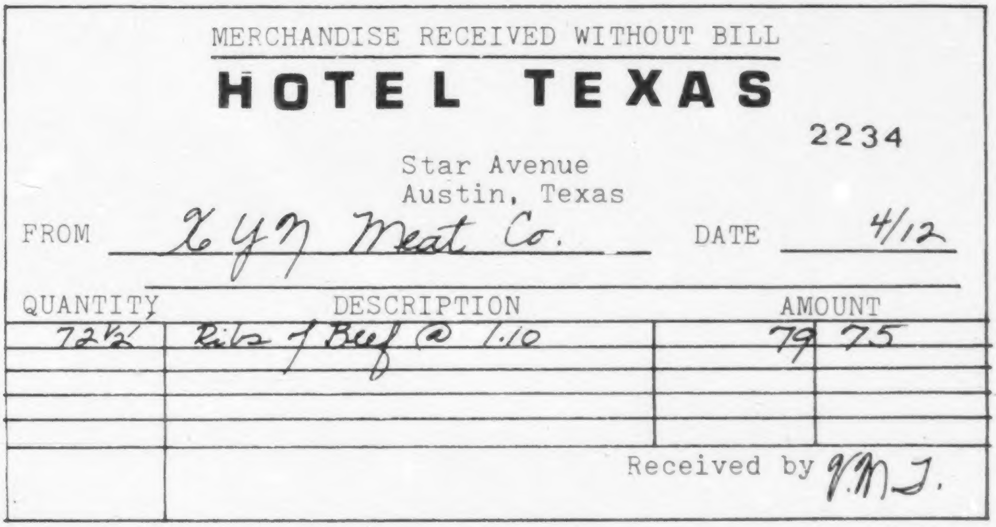
RECEIVING CLERK'S DAILY REPORT

No. 157
Date 4/14

Quan.	Unit	Description	Unit Price	Amount	Total Amount	PURCHASE JOURNAL DESCRIPTION		
						Food Direct	Food Stores	Sundries
68	lbs	Apex Filets	165	112 20			112 20	
66	lbs.	Chuck Beef	38	25 08	137 28		25 08	
50	lbs.	Jones Knockwurst	47		23 50		23 50	
20	pts.	Winslow Strawberries	27	5 40		5 40		
1	bag	Yellow onions		3 75	9 15	3 75		
30	doz.	American Doughnuts	30		9 00	9 00		
					178 93	18 15	160 78	

J. M. Jones
Signature

RECEIVING TICKET



MERCHANDISE RECEIVED WITHOUT BILL

HOTEL TEXAS

2234

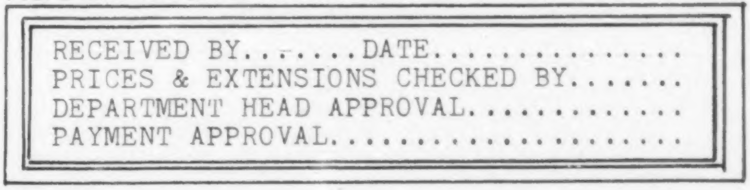
Star Avenue
Austin, Texas

FROM X Y Z Meat Co. DATE 4/12

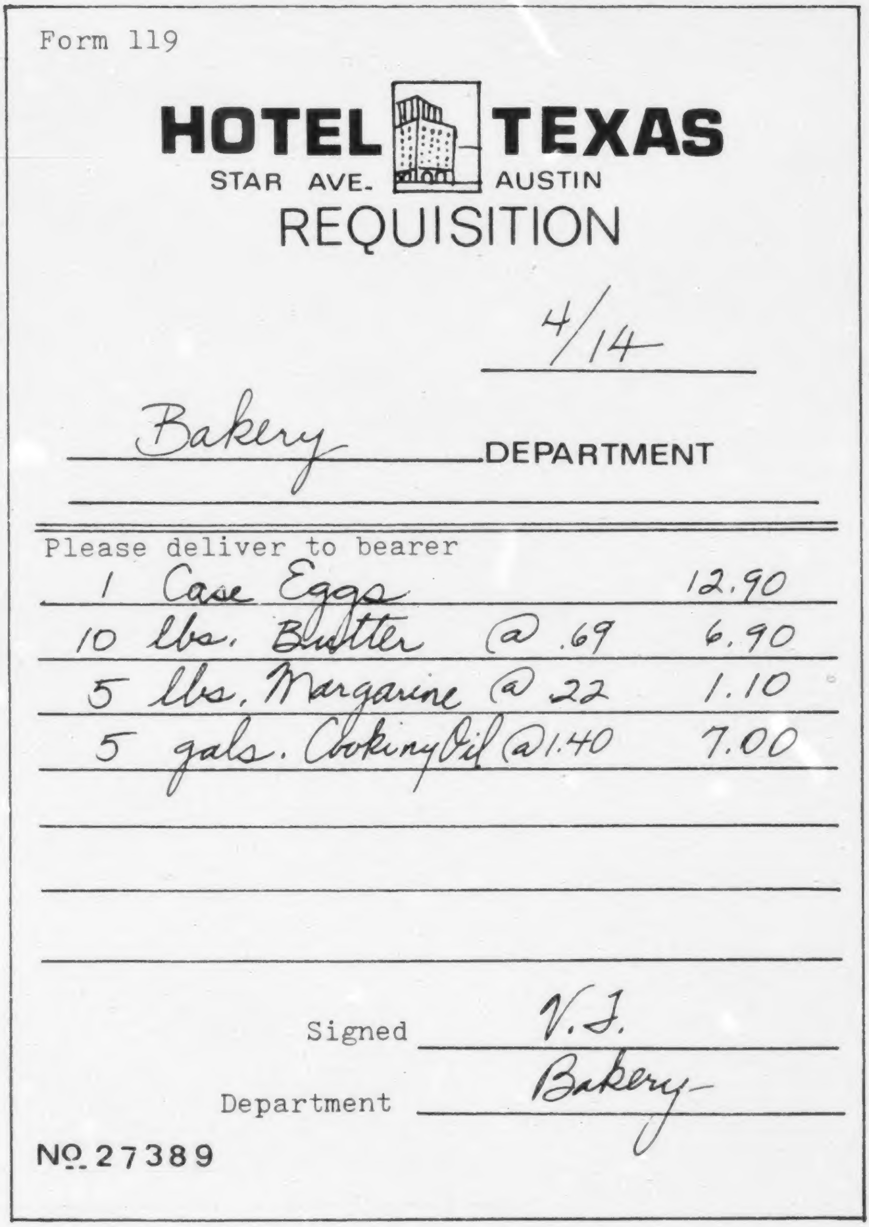
QUANTITY	DESCRIPTION	AMOUNT
72½	Ribs of Beef @ 1.10	79 75

Received by J.M.J.

RECEIVING OR INVOICE STAMP



RECEIVED BY........DATE...............
PRICES & EXTENSIONS CHECKED BY.......
DEPARTMENT HEAD APPROVAL............
PAYMENT APPROVAL....................



Form 119

HOTEL TEXAS
STAR AVE. AUSTIN

REQUISITION

4/14

Bakery DEPARTMENT

Please deliver to bearer

1 Case Eggs		12.90
10 lbs. Butter	@ .69	6.90
5 lbs. Margarine	@ .22	1.10
5 gals. Cooking Oil	@ 1.40	7.00

Signed V.J.

Department Bakery

NO. 27389

CONCEPT: Food Production

JUSTIFICATION:

Food production is a major function of the commercial food-service establishment. An establishment must serve high-quality food at a price which its patrons are willing to pay and which provides a profit.

The food service employee who recognizes factors which determine quality can do much to enhance the establishment's reputation for serving good food. Food preparation, arrangement, and garnish all influence the patron's reaction to the food.

The food service employee should be able to use standardized recipes. This means knowing terms, measures, and equivalents used in recipes. Use of standardized recipes ensures that food will be the same quality each time it is prepared, that it will yield the same number of servings, and that each serving will be the same size. Use of standardized recipes aids management in controlling costs. In health care facilities, standardized recipes insure that the nutritive content, which may be imperative to the health of the patient, is consistent.

Use of production techniques which save time and energy can also save the food service-establishment money. Management may initiate time-and-motion studies to find ways to simplify work, but the conscientious food-service employee can also find and initiate ways to save time and energy.

Skill in quantity cookery contributes to employability in food-service jobs. Food-service establishments produce a variety of foods with jobs varying from general production of foods to production of only specific foods. In addition, use of convenience foods is becomming increasingly popular. Knowing how to prepare a variety of foods should aid the CVAE student in getting and keeping a job.

Once a food is prepared, it must be portioned according to specifications to aid in cost control and contribute to customer satisfaction. The food-service worker must develop attitudes which encourage accuracy in portioning and prevent favoritism. Careless portioning can greatly increase food costs for the establishment.

OVERALL OBJECTIVES:

Demonstrate the ability to efficiently prepare and serve quality food products using commercial equipment (C-Ap)

Maintain acceptable standards for food items (P-M)

Adopt proper methods for preparation of food items (A-V)

Factors Determining Quality

KEY IDEAS: Proper methods of food preparation and attractive serving methods contribute to high-quality food items.

Customer satisfaction is in part dependent upon the variety, taste, flavor, and appearance of the food being served.

Consistency in appearance and flavor is a necessary factor in obtaining repeat customers.

Eye-appealing plate arrangement and use of garnishes can contribute greatly to customer appeal.

WORDS TO KNOW:

consistency
texture
garnish
aroma
variety
plate arrangement
flavor
eye appeal
portion control

Behavioral Objectives	Learning and Evaluation Experiences
Identify factors related to high-quality food production (C-K)	Visit a grocery store and look at fruits, vegetables, and meats. Listen as the produce manager and meat manager describe qualities to look for in fresh produce. After your return to the classroom, name as many factors as you can which relate to quality food production. Visit a packaging house and listen to a resource person discuss quality of meats. Observe samples of different qualities. View a display of baked apples or some other easy to prepare fruit. Note quality of each serving (One is burned; one isn't cooked thoroughly; one has some of the syrup dripping from the side of the dish; one still has seeds; one is just a mass of pulp; one is attractive and tasty looking). What is wrong with each portion? Discuss the following topic: "What makes a high-quality food product?" Is it a clean sanitary food? A properly prepared food? A food that is served in an attractive manner?

Behavioral Objectives	Learning and Evaluation Experiences
	Define the "perfect" hamburger. Compare the definitions of each class member. As each is discussed, check with the other members to see if they would be satisfied with that type of hamburger. Why does quality vary from one food-service establishment to another? Is our own idea of perfect the only way to do things? Why is it important to follow the recipes developed by the restaurant you are working for?
	Name the overall qualities customers look for in the foods they choose to eat when dining out, as the instructor lists them on the board.
Give examples of factors contributing to quality (C-C)	Select one food and describe to the class the qualities customers might expect. Examples: bread, pie, meat dish, salad, and cooked vegetable.
	Use cardboard food models and arrange them on a plate in an attractive manner. Line up all the plates and judge the plates? Which is the most attractive? Why? Share ideas on how to improve the remaining plates.
	Summarize the remarks of a cafeteria manager regarding his policy on garnishes and explain to the class how the purchase of garnishes (olives, parsley, cherries, whipped topping) can actually pay for themselves in increased sales.
	Observe quality of food in food service establishments as you visit them and eat out. Describe the quality of food to the class. As a customer, comment on whether you would choose to eat there again.

Behavioral Objectives	Learning and Evaluation Experiences
Relate techniques of food production to quality (C-Ap)	Conduct an experiment to show how food preparation technique affects quality. Divide the class into several groups. Each major group will select a specific food to prepare. Half of the group will follow the directions exactly; the other half of the group will do the preparation incorrectly. Example: Prepare frozen peas incorrectly by not measuring water; by starting the peas in cold water; by cooking for a longer period of time than called for. Prepare another box of frozen peas following directions carefully.
Apply standards of quality to food production (P-M)	Divide into pairs. Each pair will prepare the same recipe for a baked product. Display finished products and compare differences. Select the most standard finished product according to characteristics of quality.
Adopt standards of quality in food production (A-V)	Initiate a visual judging of quality. Remove servings of substandard foods from the serving line or take steps on your own to improve its quality or appearance.

Food Preparation Techniques - Terms

KEY IDEAS: Food service employees must be able to identify cooking terminology as most recipes contain at least one or two terms which indicate a certain technique is to be used.

A successful food service employee is capable of performing cooking techniques with some degree of skill.

WORDS TO KNOW:

Meats
- baste
- braise
- bread
- broil
- brown
- crumb
- dredge
- dust with flour
- filet
- flake
- fricassee
- grill
- grind
- roast
- sear
- season
- stuff
- truss

Salads, Fruits and Vegetables
- au gratin
- blanch
- chill
- chop
- cut
- dice
- grate
- hull
- julienne
- marinate
- mash
- mince
- mold
- pare
- peel
- pit
- puree
- scallop
- thaw
- unmold

Surface Cooking
- boil
- coat the spoon
- cool
- deep-fat fry
- dip
- fry
- melt
- pan-broil
- poach
- saute
- scald
- simmer
- steam
- steep
- stew

Mixing and Preparation
- beat
- blend
- brush
- cream
- cut and fold
- cut-in
- dilute
- dissolve
- dot
- flute
- fold
- knead
- leaven
- level off
- mix
- stir
- toast
- whip

Behavioral Objectives	Learning and Evaluation Experiences
Define common food-production terms (C-K)	View slides depicting terms used in quantity food preparation. As the teacher shows the slides an additional time, try to name each production term. (Note to teacher: Use students to pose for pictures to be used in future presentations). View a filmstrip on cooking terms. Which terms were unfamiliar to you? View those sections of the filmstrip once more as the instructor gives additional information.

Behavioral Objectives	Learning and Evaluation Experiences
	Study handout sheets on baking and pastry, meat cookery, salad, vegetable and fruit preparation, and surface-cooking terms.
	Read a recipe for biscuits, muffins, or other simple food. Underline all terms which tell you how to make the product.
	Play "Match Up" by dividing into teams. Each team will attempt to match flash cards of terms and the meanings before the other teams can. Each team will be given two sets of cards. Cooking terms will be written on cards of one color and the meanings of each cooking term will be written on cards of a different color. All members of a team will work with other teammates to match terms and their definitions. Use classroom tables to spread out the cards and do the matching process. The team which correctly matches the most terms and definitions in the least time wins.
	Call out the definition as the instructor displays a flash card with the cooking term written on it.
	Review terms by playing the word-search games, Chef Rummy or Food Bingo. (See pp. 227-229.)
	Name the cooking terms or techniques illustrated on transparencies as the instructor shows each on the overhead projector.
	Play "Name That Term." As the teacher calls out definitions of cooking terms write down the terms defined. Students will receive one point for each correct answer. (If students have difficulty spelling terms, alphabetized lists of the terms may be provided.)

Behavioral Objectives	Learning and Evaluation Experiences
Describe procedures indicated by food production terms (C-C)	Refer to a recipe in which cooking terms are underlined. Explain the terms to the class and what equipment or cooking surface is used.
	Select from a box one cooking term to illustrate for the class. Use proper equipment and explain the process.
Follow procedures indicated by food production terms (P-GR)	Select from the list of most unfamiliar terms at least two to actually demonstrate to the class. Examples: fricassee, au gratin, julienne, marinate.
	Perform tasks indicated by food production terms as needed during food service lab.

BAKING AND MIXING TERMS

DIRECTIONS: Find the words listed below in the word search game. The words may be spelled vertically or horizontally. Circle each word located.

B	E	A	T	H	O	F	L	U	T	E	T
L	R	W	T	S	D	O	A	P	W	T	S
E	I	H	A	T	D	L	W	T	S	A	N
N	C	K	N	E	A	D	A	B	J	I	A
D	O	T	E	A	S	H	W	C	Y	T	J
I	A	W	S	M	H	W	C	Y	T	W	B
D	V	I	B	W	M	L	W	C	W	Y	T
W	I	C	R	E	A	M	F	I	H	L	I
W	B	F	U	O	I	I	N	S	I	F	T
F	I	L	S	I	A	X	R	T	P	W	K
T	I	L	H	I	E	B	I	I	B	T	M
M	K	S	T	C	I	T	W	R	O	T	S

WORDS TO LOCATE:

beat
dot
steam
fold
cream
stir
sift
blend
knead
flute
brush
mix
whip

Chef Rummy[1]

EQUIPMENT NEEDED:

1 deck of playing cards
Use at least 46 cards--23 for the cooking terms and 25 for the definitions.
Pieces of white paper cut 2" x 3" to paste on cards. Print as large as possible a cooking term on a card and its definition on another.
A master list of terms and definitions for checking.

RULES:

1. 2-4 players
2. Shuffle the cards and deal one at a time face down until each player has 6 cards.
3. Place the remaining cards face down in the center of the table to form "Drawing Pile." Turn top card face upward beside drawing pile; this starts the "Discard Pile."
4. Each player tries to get rid of his cards by playing "Books." A book is 2 cards--one with a cooking term and the other with its definition.

Example

Bake	To cook in the oven.

5. Play is begun by player at left of dealer, who draws a card from the top of either the "drawing pile" or "discard pile," and forms, if possible, a "book" which he lays face upward before him.
6. At this point, other players may "challenge" the match of a book. If the book is "incorrect" the player must pick up the cards and put them back into his hand.
7. At the completion of a "challenge", if any, the player then discards one card to the discard pile. He may form more than one book if he can, but may only draw and discard once.
8. This order of draw, play, and discard must be followed, unless player is unable to play or desires to hold back cards to block opponents, when he merely draws and discards as usual.
9. If all cards in the drawing pile have been used before the game is won, the discard may be shuffled and turned face down to form a new drawing pile.
10. A game is ended if a player clears his hand of all cards or when no cards remain in the drawing or discard pile.

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[1] Developed by Mrs. Frances Whitaker, CVAE Teacher, Fort Worth, Texas.

OPTIONAL RULE: Any player may "buy" the discard by stating "I'll Buy" if the player whose turn it is does not want it. But, he must draw a card from the "Drawing Pile" plus the discard before he can get it. This will take more pairs of cards, if this rule is used.

SCORING:

+ 5 for player going out first.

+ 1 for each book any player has made.

+ 3 for challenger--if challenge is correct.

- 3 for challenger--if challenge is incorrect.

+ 3 for player--if the challenger is incorrect.

- 3 for player--if challenger is correct.

A player with the total of 50 points wins the game.

Food Preparation Techniques - Measures and Equivalents

KEY IDEAS:

Consistency in food products can be obtained only through use of standardized recipes and measuring equipment.

The amount of an ingredient needed in preparing a food product is just as important as the type of ingredient used.

The use of abbreviations of measuring terms save time and space on recipe cards.

WORDS TO KNOW:

- measurement
- liquid ingredients
- dry ingredients
- teaspoon
- cup (liquid, dry)
- metal spatula
- eye level
- flat surface
- lid of a cup
- ounces
- tablespoon
- pint
- pound
- fraction
- marker lines
- level
- heaping
- specific
- powdered sugar
- granulated sugar
- sift
- brown sugar
- wax paper
- recipe
- equal
- method

Behavioral Objectives	Learning and Evaluation Experiences
Cite steps in using measuring equipment used in food production (C-K)	View a filmstrip or film on techniques for using measuring equipment. Note the following. Is flour usually sifted in commercial food production? What ingredients are usually packed down when measured? Why must measuring spoons of ingredients be leveled off? If a pan is used on a measuring scale, why must you note how much the pan weighs before adding the ingredients? Which is more accurate, weighing ingredients or measuring ingredients in cups and spoons? Why must measurements be exact?
Give examples for use of food-production measuring equipment (C-C)	Draw a card which indicates a certain amount of an ingredient to be measured. Explain to the class the equipment needed to measure that ingredient and explain the technique for using the piece of equipment.
Experiment in using proper measuring techniques (P-GR)	Practice measuring various ingredients listed on a check sheet. Work with a partner, checking one another's accuracy.

Behavioral Objectives	Learning and Evaluation Experineces
	Make a baked item such as cookies, brownies, or cake, using a commercial recipe. Ask the instructor to check all ingredients as they are measured.
Perform assigned tasks using measuring equipment (P-M)	Take charge of the ingredient room during labs on a rotation basis. Measure ingredients for foods prepared in the foods lab.
	Prepare mixes for one or more of the following: brownie mix, pie crust mix, or pan-grease paste. Use mixes as needed.
React to situations involving lack of accuracy in measuring ingredients (A-Res)	Discuss case studies on inaccuracy of ingredient measurement in food production. (See p. 233.)
Identify abbreviations for measurements in food production (C-K)	Study a handout sheet on abbreviations of measurements. (See p. 234.)
	Look through recipes and underline the abbreviations used.
	Name the cooking measurement as the instructor flashes a card with the abbreviation on it.
	Take part in an "Abbreviation Relay." Divide the class into two teams, and line up in two rows in front of the blackboard. Two identical lists of abbreviations of cooking measurements are written on the board. When "start" is called, the team members attempt to write out each word in full, one at a time. As the game progresses, team members may attempt a new abbreviation or correct what a teammate has done. When a team feels it has completed the list correctly, the members can call time. In scoring, a +1 is given for each correct answer, and a -1 is given for each incorrect answer. In the second round the measuring terms are written in a list, and the team members attempt to write the correct abbreviations for the measuring terms.

Behavioral Objectives	Learning and Evaluation Experiences
Convert fully written-out measurements to abbreviations (C-C)	Write the abbreviations for each measurement term underlined in the recipe provided on a handout.
Employ the use of abbreviations for measurements in food production (C-Ap)	Prepare food items accurately, using a recipe in which measuring terms are abbreviated.
Identify equivalent measures (C-K)	Observe a flannel board demonstration on equivalent measurements. (See p. 235.) Why is knowing equivalents important in commercial foods? In multiplying or dividing recipes?
	Match up flash cards of measurements and their equivalents.
Give examples of equivalent measures (C-C)	Study a sample conversion chart for changing ingredients from measures to weights. Find equivalents for ten ingredients using the chart. (See p. 236.)
	Study a display of various size milk cartons. Rearrange the cartons to depict equivalent measurements. Examples: two pint cartons would be grouped with one quart carton.
Relate the use of equivalents to saving time and energy (C-Ap)	Prepare a demonstration on how the use of equivalents in measurement can save time and energy. Have a classmate with a stop watch time you as you measure four one cup measures of water; as you measure one quart measure of water. Have the class note the water level as you pour the four cup measures of water and the one quart measure of water into containers of the same size. What does the same water level in each container indicate?

CASE STUDIES ON MEASUREMENTS

Karen was to measure the ingredients for ten loaves of French bread which were to be served with an Italian dinner. Since so much flour was needed (11 pounds and 4 ounces) she placed a large counter pan on the food scales and began pouring flour into the pan until the scale showed 11 pounds and 4 ounces. Later when the baker was mixing the yeast dough she complained that the dough was too sticky. What was the cause of the stickiness? What did Karen do wrong when measuring the ingredients? Do you think the baker was able to correct the mistake? How?

Janet was to measure the ingredients for eight pecan pies and for several more recipes. She read the recipe quickly, and instead of measuring 2 1/2 tablespoons of vanilla she measured 1 tablespoon of vanilla. The recipe called for 1 pound of pecans but she mixed that measurement up with the vanilla measurement and measured out 2 1/2 pounds of pecans. Do you think the vanilla measurement mistake would ruin the finished product? What problems would the mistake in the pecan measurement make? Could a food service establishment afford to use twice as much of an expensive ingredient like nuts?

The CVAE class had a special order for six German sweet-chocolate cakes. Jill measured out the ingredients for the recipe which included one pound of shortening, two pounds of sugar, ten eggs, six ounces of German chocolate, one cup of water, 2 teaspoons of vanilla, 2 cups of buttermilk, 1 pound of cake flour, 1 teaspoon salt and 2 teaspoons of soda. She measured 2 tablespoons of soda instead of 2 teaspoons of soda for each cake. What effect do you think this mistake had on the cakes? Try to estimate the money which was wasted on the ingredients which were used for the cakes. How would this compare to making a mistake on a recipe for only one cake? Why is it important to double-check measurements in quantity cookery? How much wasted lab time would be involved in that one little mistake?

Peggy had measured the ingredients for butterscotch pudding for fifty. She was in a hurry and didn't double-check her ingredients. After the pudding had been cooking some time in the steam jacketed kettle it still was not getting thick. Her supervisor questioned her, "Peggy did you put anything in to thicken the pudding?" Peggy looked at her recipe card and found she had not put in the one pound of flour called for. Do you think this mistake could be corrected? What would happen if she added the flour now? Even if she made a paste of the flour and added it gradually would the flavor still be different? Can a food service establishment take a chance and offer servings of food which might not be acceptable to customers? Why?

ABBREVIATIONS

Abbreviations used for weights and measures:

few grains	fg.
speck	spk.
milliliter	ml.
teaspoon	t.--tsp.
tablespoon	T.--tbsp.
cup	c.
pint	pt.
quart	qt.
liter	l.
gallon	gal.
peck	pk.
bushel	bu.
gram	g.
ounce	oz.
pound	lb.--#
kilogram	kg.
square	sq.
dozen	dz.
bunch	bch.

Abbreviations used for time:

hour	hr.
minute	min.
second	sec.

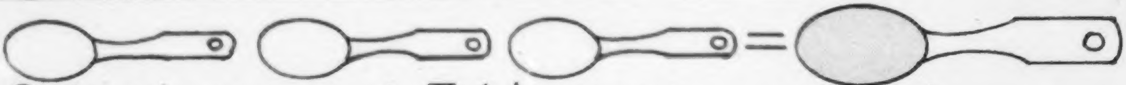
Abbreviations used for oven temperatures:

degrees Fahreinheit	°F
degrees Centigrade	°C
moderate oven	mod.

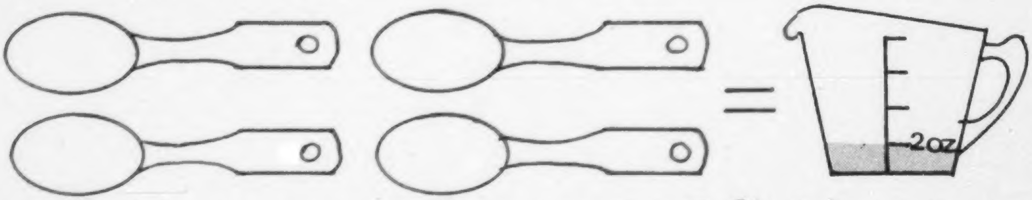
Other abbreviations used in recipes:

as purchased	AP
edible portion	EP

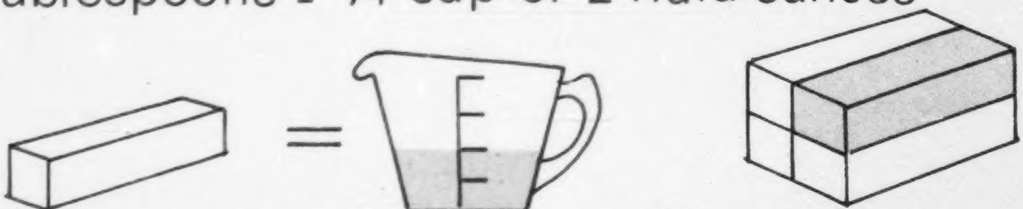
TABLE OF MEASUREMENTS



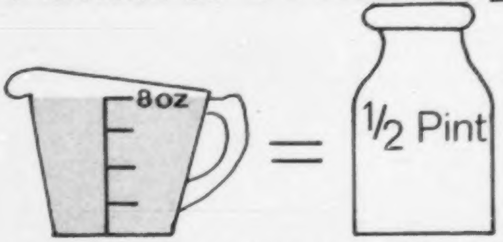
3 teaspoons = 1 Tablespoon



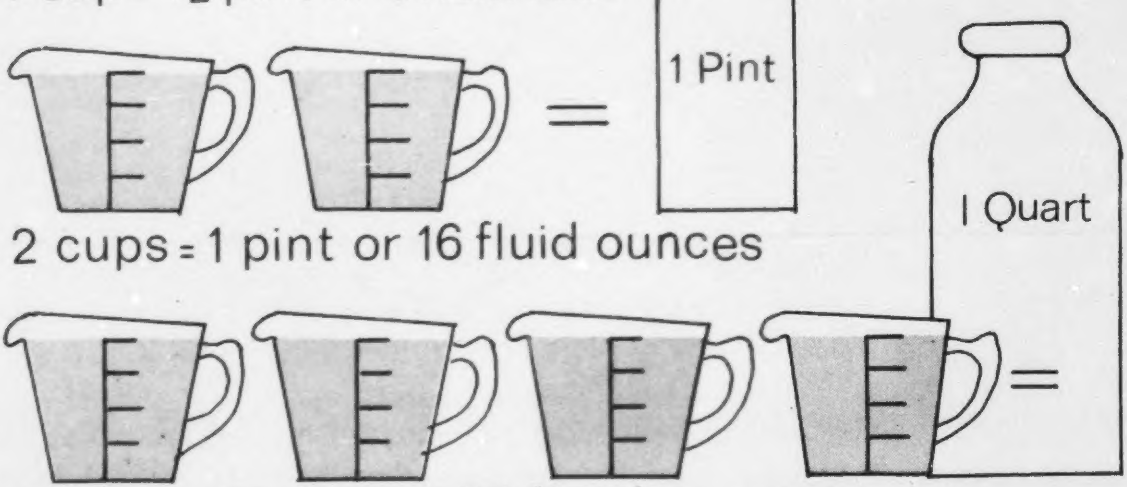
4 Tablespoons = 1/4 cup or 2 fluid ounces



1 stick of butter = 1/2 cup or 1/4 pound



1 cup = 1/2 pint or 8 fluid ozs.


1 Pint
I Quart

2 cups = 1 pint or 16 fluid ounces

4 cups = 1 quart or 32 fluid ounces

EQUIVALENT WEIGHTS AND MEASURES

Measures:

few grains	less than 1/8 teaspoon
1 teaspoon	5 milliliters
1 1/2 teaspoons	1/2 tablespoon
3 teaspoons	1 tablespoon
1 tablespoon	15 mililiter
4 tablespoons	1/4 cup
16 tablespoons	1 cup
1 cup	236.6 milliliters
2 cups	1 pint
4 cups	1 quart
2 pints	1 quart
4 quarts	1 gallon
8 quarts	1 peck
4 pecks	1 bushel

Fluid Ounces:

1 tablespoon	1/2 fluid ounce
1/4 cup	2 fluid ounces
1/2 cup	4 fluid ounces
3/4 cup	6 fluid ounces
1 cup	8 fluid ounces
1 pint	16 fluid ounces
1 quart	32 fluid ounces
1 gallon	128 fluid ounces

Equivalents:

1 ounce	28.35 grams
16 ounces	1 pound
1 pound butter	2 cups (4 sticks)
1/2 pound butter	1 cup (2 sticks)
1/4 pound butter	1/2 cup (1 stick)
1 pound shortening hydrogenated fats	2 1/4 cups
1 pound granulated sugar	2 1/4 cups
1 pound confectioners sugar	3 1/2 cups (sifted)
1 pound brown sugar	2 1/4 cups (firmly packed)
1 pound all purpose flour	4 cups (sifted)
1 pound cake flour	4 1/2 cups
1 pound corn meal	3 cups
1 pound nonfat dry milk	4 cups
1 ounce nonfat dry milk	4 tablespoons
1 pound nuts	4 cups
1 pound cheese	4 cups (grated)
1-15 ounce package seedless raisins	2 1/2 cups

1 square chocolate	1 ounce
11 finely crumbled graham crackers	1 cup
9 coarsely crumbled graham crackers	1 cup
9 finely crumbled salted crackers	1 cup
7 coarsely crumbled salted crackers	1 cup
30 finely crumbled vanilla wafers	1 cup
20 coarsely crumbled vanilla wafers	1 cup
8 - 10 egg whites	1 cup
12 - 14 egg yolks	1 cup
1 lemon	2 to 3 tablespoons juice
grated peel of 3 lemons	1 1/2 teaspoons

Food Preparation Techniques - Recipes

KEY IDEAS: Standardized recipes aid in control of quality, quantity, and costs.

The recipe must be followed carefully to ensure a quality product.

Adjustments should be made in the yield of quantity recipes with care.

WORDS TO KNOW:
- recipe
- standardized
- ingredients
- volume
- directions
- yield
- portion
- essential ingredients
- optional ingredients

Behavioral Objectives	Learning and Evaluation Experiences
Define recipe (C-K)	Brainstorm to define "recipe." Is your definition similar to the following: "A recipe is a formula for making a dish in cookery; a means prescribed for producing the desired result." What is meant by the term "standardized recipe"? Why do you think standardized recipes are used in food service?
Name the parts of a recipe (C-K)	Study several quantity recipes. What two parts does each include? (Ingredients and description of the method for putting them together.)
Cite information included in a recipe (C-K)	Locate the following information on the recipe shown on the transparency: (1) the name of the dish to be prepared, (2) the recipe number if a number has been assigned, (3) the yield or number of portions the recipe will produce, (4) a list of all ingredients in the order they are used including the type or form required (melted, diced) and the weight or measurement for each ingredient, (5) each step in combining ingredients in order of performance, including temperature and time, (6) description and size of utensils and containers to be used, and (7) method of service. Find the same information on another recipe. Make a list of information included in a recipe.

Behavioral Objectives	Learning and Evaluation Experiences
Explain the purpose of information included in a recipe (C-C)	Discuss how the information included in a recipe is used by the food-service employee. What is meant by "yield"? Why are directions for combining ingredients given? How could knowing the size utensil or container to use save time? What part of a recipe tells you how to prepare the food?
State procedures for using a recipe (C-K)	View a film on how to use a standardized quantity recipe. List the steps outlined in the film. Why is it important to measure and weigh ingredients carefully? Study a handout on using a recipe. (See p. 242.)
Explain how to use a recipe (C-C)	Describe in your own words how to use a recipe. Study recipes shown on transparencies. Determine the foods and equipment needed to prepare each. Discuss any terms you do not know. Discuss the directions for one recipe in detail. Role play a cook preparing the recipe. Go through all the steps in using the recipe correctly. Read the recipe. Ask questions about words you do not know. Pretend to get out food. Get out equipment. Go through motions of measuring ingredients and following directions. Let teacher and classmates suggest ways to improve.
Use a recipe correctly (C-Ap)	Prepare a simple recipe using correct procedures. Look for ways you can do better next time.
Endorse correct procedures for using a recipe (A-V)	Observe the correct procedures for using recipes throughout the year without being reminded. Never begin preparing a recipe without reading it first. Do your best to prevent recipe failures caused by careless measurement. Always get out food and equipment before you begin.

Behavioral Objectives	Learning and Evaluation Experiences
Cite procedures for filing recipes (C-K)	Watch as the teacher points out where recipes are kept in the kitchen and describes how they are filed. Into what categories is the file divided? How can you locate the recipe you need in the file? What care should be given to recipe cards before they are put back in the file? How should you put recipes back in the file?
Explain procedures for filing recipes (C-C)	Describe how to find and file recipes to a partner as if he were a new food-service employee.
Demonstrate ability to locate and file recipes (C-Ap)	Practice locating recipes in the recipe file using a list provided by the teacher.
	Divide into two teams to play a cook's relay game to practice locating and filing recipes. Teacher will provide two file boxes of recipes and a stack of cards which each give the name of one recipe. The first member of each team will proceed from starting line to recipe file and locate the recipe named on the top card in the stack. Match the card and the recipe and place on the table. Return to "start." The next teammate may then proceed to the file box to locate the next recipe. The team which locates the most recipes correctly or who finishes first wins. Repeat to refile the cards.
	Locate and file recipe cards as needed during each food service lab.
State procedure for tasting food (C-K)	Watch as the teacher demonstrates the correct procedure for tasting food. Why were two spoons used? How was food transferred to the second spoon? Was the second spoon ever placed in the food?
Illustrate procedure for tasting food (C-C)	Make a bulletin board to illustrate the correct procedure for tasting food.

Behavioral Objectives	Learning and Evaluation Experiences
Comply with rules for tasting food (A-Res)	Follow correct procedure for tasting food without being reminded.
Cite procedures for altering recipes (C-K)	Listen as the teacher describes procedures for increasing or decreasing recipes. Why can't recipes simply be multiplied or divided as needed? Why should recipes be multiplied or divided only by two, then tested before increasing or decreasing again? What are essential ingredients? What are optional ingredients? How does changing optional ingredients affect the recipe?
Explain procedures for altering recipes (C-C)	Study recipe cards showing amount of ingredients for several different yields. Which recipes should have been tested one or more times before arriving at the largest yield? Were all the ingredients multiplied by the same number to increase them to the next yield? Point out any measurements which were not multiplied exactly. (Note: Common sense should be applied in rounding-off small amounts which will not affect the final product.)
	Listen as your teacher explains why all ingredients may not be increased the same amount. Why may ingredients which make up the sauce portion of a casserole need to be decreased when the recipe is multiplied several times?
Solve problems in increasing and decreasing recipes (C-Ap)	Practice increasing and decreasing the yield of recipes. Example: Multiply a recipe for 100 portions so it will yield 235 portions. Round off small amounts which will not affect the final product. Note which recipes should be tested before increasing to the yield desired.
	Circle the essential and optional ingredients on a recipe. Who should make the final decision on any changes in a recipe.

HOW TO USE A RECIPE

1. Read the whole recipe before you start to prepare the food.
2. Know words and amounts before you begin. Ask questions, if necessary.
3. Get out all the food and equipment needed.
4. Weigh or measure all ingredients carefully.
5. Follow each direction in order.
6. Keep work area clean while you work.

Production Techniques

KEY IDEAS: Time- and energy-saving techniques reduce fatigue as well as production costs.

More work can be performed in less time if efficient techniques are used.

Carefully engineered equipment aids in saving time and energy.

Employees who do not produce the minimum volume of work increase production costs and may be fired.

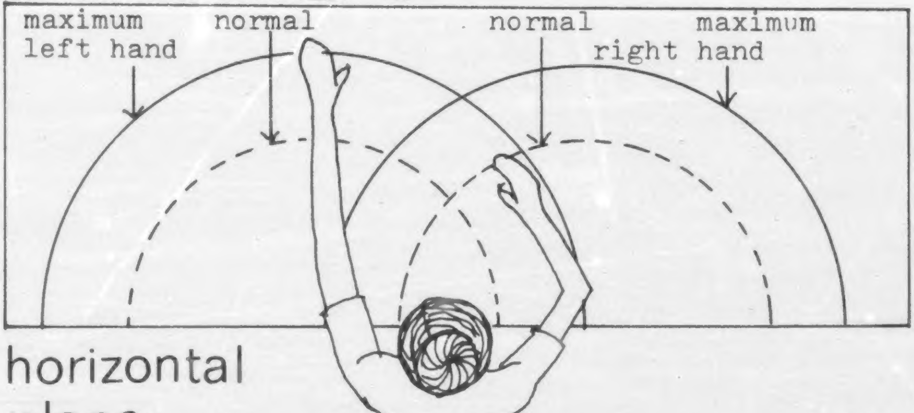
WORDS TO KNOW:

- time-saving techniques
- energy-saving techniques
- labor-saving equipment
- accessories
- normal working area
- maximum working area
- work simplification

Behavioral Objectives	Learning and Evaluation Experiences
List ways to save time and energy in food production (C-K)	Listen to a panel of food-service workers describe ways to save time and energy in food production. Make a list of the panel's suggestions. Why is efficient use of time and energy important to the employer? What may result if an employee cannot produce the minimum volume of work? View transparencies showing normal and maximum working areas. (See p. 245.) Why should tools and supplies be placed within these areas?
Name labor-saving equipment (C-K)	Brainstorm to list labor-saving equipment and the tasks each item performs. What accessories for equipment are available to perform additional tasks?
Depict time- and energy-saving techniques (C-C)	Make posters showing ways to save time and energy. Include such ideas as arranging work within the proper working area, prepositioning tools and supplies so they are ready to grasp and in the appropriate order, minimizing body movements, using both hands whenever possible, disposing of finished work by dropping it to its destination, varying position to prevent fatigue, using proper illumination for work, and minimizing holding of work by either hand.

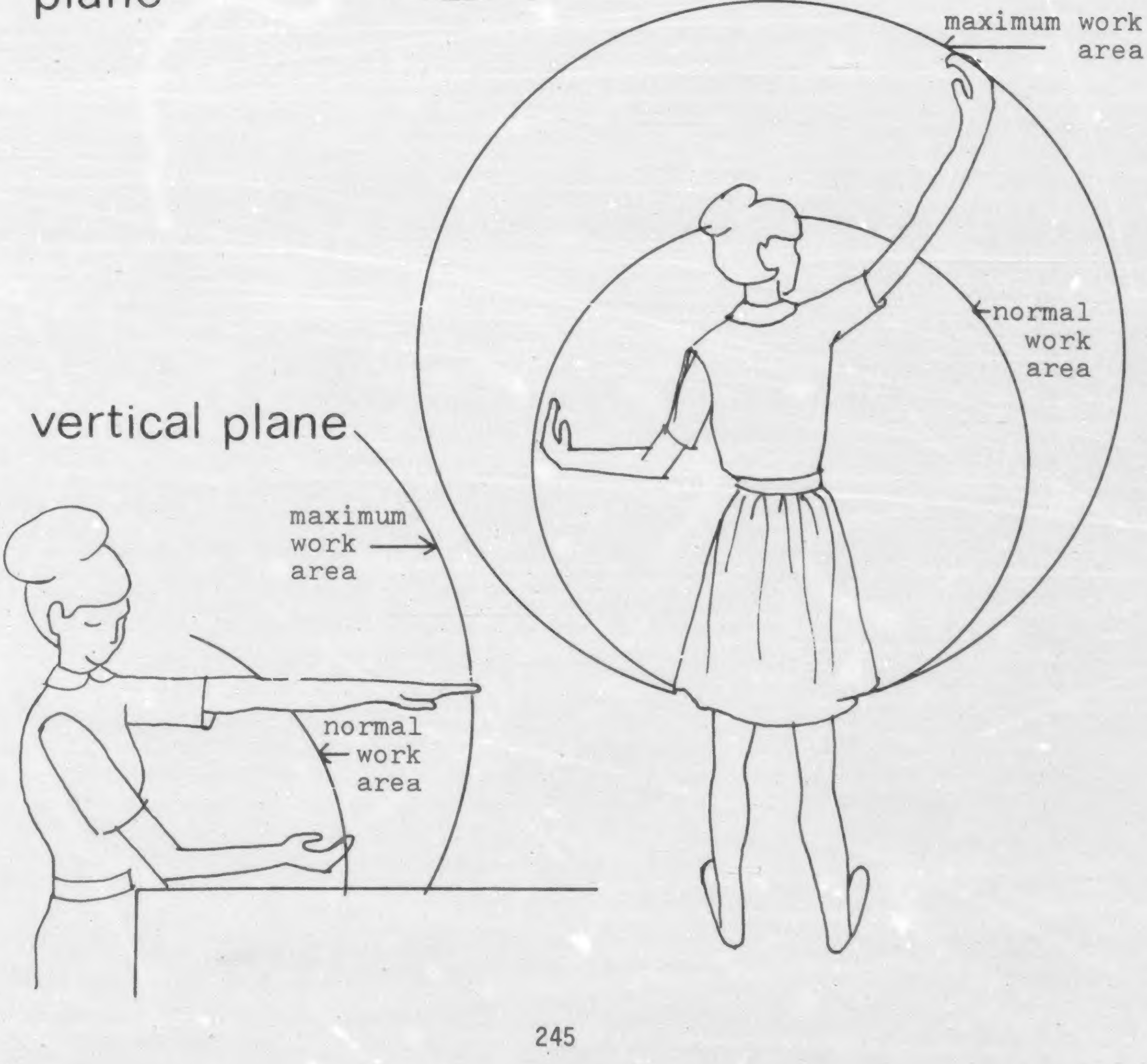
Behavioral Objectives	Learning and Evaluation Experiences
	Trace the steps taken by a food-service employee on a diagram of the establishment as the teacher reads a detailed description of her actions. Note the distance she walks. Trace the employee's steps again as she performs the same task using an improved method. Note how much less she walks. How can time-and-energy management improve job performance?
	Collect ideas for saving time and energy in food-service jobs. Observe and interview food service employees. Ideas may be obtained from films, resources, and experience.
Practice using time- and energy-saving techniques (P-GR)	Imitate procedures demonstrated by teacher for performing various tasks. How do these procedures save time and energy?
Gain skill in using time- and energy-saving techniques (P-M)	Use time- and energy-saving techniques each time a task is performed to increase your skill and speed.
Choose procedures which save time and energy (A-V)	Follow instructions for performing tasks the most efficient way using appropriate equipment.
	Look for ways to save time and energy in performing food service tasks. Explain your idea to the teacher. If the teacher approves, demonstrate the time- and energy-saving procedure to class.
Analyze techniques used in performing specific tasks (C-An)	Visit a commercial food service establishment. Observe techniques used by one employee. Describe time- and energy-saving techniques you observe. Note any signs of wasted time and energy. Share your observations with the class.
	Observe a student performing a task in the food service lab. Note use of time- and energy-saving techniques. Note time- and energy-wasting practices.

NORMAL AND MAXIMUM WORK AREAS


maximum
left hand
normal
normal
right
maximum
hand

horizontal plane

vertical plane


maximum work
area
normal
work
area
maximum
work
area
normal
work
area

Quantity Cookery - Beverages

KEY IDEAS: The enjoyment of a meal is influenced by the beverage served.

Proper storage of the roasted-bean or ground coffee results in more flavorful servings of the beverage.

Over-extraction or prolonged heating of coffee and tea results in a bitter inferior product.

Measures such as immediate service, covering the container, and whipping the cocoa decrease the possibility of unappetizing products.

WORDS TO KNOW:

- beverage
- instant coffee
- drip
- coffee beans
- malt
- cocoa
- steep
- aroma
- decaffinated
- fine grind
- caffeine
- shake
- chocolate
- brew
- ground coffee
- percolator
- grounds
- tannin
- mild
- concentrate

Behavioral Objectives	Learning and Evaluation Experiences
Define terms related to the preparation of beverages (C-K)	Watch a filmstrip on commercial preparation of coffee and tea. Listen for terms unfamiliar to you. Ask the teacher to explain the new words. Brainstorm to answer the question, "What are beverages?" List on the board the examples mentioned. Take a vote of the entire class on what each feels is the most popular beverage in the U.S. Volunteer to check food-service books to determine which is more popular. Read a flip chart of instructions for making quantity coffee, tea, cocoa, and fruit drinks. List on the board any terms which are unfamilar. Use a card sort to determine to which beverage each term is related. Example: A pegboard with cards labeled "coffee," "tea," and "cocoa" on cup hooks.

Behavioral Objectives	Learning and Evaluation Experiences
	Sort cards labeled "beans," "aroma," "instant," "decaffeinated," "grind," "drip," "black," "green," "blend," "iced," "brew," "steep," "dutch chocolate," "milk," and "boil." If a term is to be used more than once there will be more than one card.
List quality standards for beverages (C-K)	Listen to a taped interview of teachers as they indicate the qualities they look for in a good cup of coffee. Check class cookbooks on characteristics of good coffee. Make a combined list on the board. Use this as a checklist for coffee produced in the lab. Make separate lists for tea and cocoa using the above methods.
	Observe a step-by-step demonstration of coffee-preparation in the coffee maker located in the lab; of tea-making using the urn located in the lab. Note the following. How is bulk tea used? What type container is preferred for making tea? Is the hot concentrate poured into cold water, or is cold water poured into the hot concentrate? Should tea be stored in the refrigerator before serving?
	Observe a demonstration of cocoa and hot chocolate preparation. How hot should the milk be when added to the chocolate mixture? Why is it important to stir the mixture.
List steps for preparation of a beverage (C-K)	Place cards listing the steps for making coffee, tea, or cocoa in the correct order. Have your partner check your work against her list.
Identify time-saving methods for beverage preparation (C-K)	Watch a demonstration by the teacher or commercial-food salesman on the use of prepackaged coffee for coffee makers, instant tea, instant cocoa, and chocolate syrup. Note a display of prices per cup of make-it-yourself coffee, tea, cocoa, and punch compared to prices per cup of each instant or pre-mixed variety. Taste samples of each.

Behavioral Objectives	Learning and Evaluation Experiences
Explain in own words how to prepare a quantity beverage (C-C)	Display for the class the equipment needed for preparing one of the following: tea, coffee, or cocoa. Give a brief explanation of the steps without actually making the beverage.
	Divide into two groups. Pantomime using the coffee maker as the group scores and watches. Use situations like the following: method for filling nonautomatic coffee maker with hot water, running out of coffee, coffee maker running over, and forgetting to put a filter in.
Apply correct procedures for making quantity beverages (C-Ap)	Make coffee for the class. Taste and score the quality.
	Divide the class into three groups. Each group will make a serving of one variety of tea (instant, bulk, and tea bags) for everyone in the class to taste. Sample each type and score it on taste and time necessary for preparation.
	Prepare a quantity mix for cocoa and a quantity syrup for hot chocolate. Which has better flavor? Which was easiest to prepare?
Improve skills in preparing quantity beverages (P-M)	Invite teachers to a "coffee house." Serve coffee with chocolate ice cream, with nutmeg, and with whipped cream and chocolate slivers.
	Have a "tea time" for teachers. Serve tea with various garnishes and an assortment of cookies or tea sandwiches.
	Serve one of the academic CVAE classes hot chocolate using a variety of garnishes: whipped cream, ice cream, or marshmallow products.

Quantity Cookery - Sandwiches

KEY IDEAS: The popularity of sandwiches is promoted by the fact they are nutritious, reasonable in price, and quick-food items.

Following acceptable standards for the preparation and serving of sandwiches contributes to a higher quality product.

WORDS TO KNOW:

grilled sandwich
grate
chop
menu
club sandwich
melt
dice
spread
cut
brush
slice
bun

Behavioral Objectives	Learning and Evaluation Experiences
Identify types of hot and cold sandwiches sold commercially (C-K)	Compile the results obtained from an opinion poll of classmates and teachers. on favorite cold and hot sandwiches.
	Categorize the lists of cold sandwiches according to the following headings listed on the blackboard: Sliced Meat, Filling, and Salad.
	Read through a collection of menus, and list the types of cold and hot sandwiches served. Compare the two lists. Why are sandwich lists so nearly the same in most restaurants?
Define terms related to sandwich preparation (C-K)	View labeled transparencies illustrating the terms used in sandwich making. Listen as the teacher gives necessary information on each. Note: What is the most common sandwich bread? What other varieties of breads are used in sandwiches? How thick should slices be? How can butter be made more spreadable? How can flavor, color and texture of fillings be changed?
	Give definitions orally as sandwich terms are presented on flash cards.
	Match illustrations and corresponding terms used in sandwich preparation. Include the following: club sandwich, spread, chop, bun, slice, filling.

Behavioral Objectives	Learning and Evaluation Experiences
List steps in preparing cold-sandwiches in quantity (C-K)	Tour a restaurant, soda fountain, or vending company to observe the process involved in preparation of cold sandwiches.
	View slides or films on sandwich preparation. Discuss the following. What are characteristics of a high-quality sandwich? What measure prevents soggy sandwiches? What happens when sandwiches are improperly wrapped? What sanitation rules are related to sandwich preparation? How is an equal amount of filling measured for each sandwich? What tools are needed in sandwich preparation? Why should plastic gloves be worn during sandwich preparation?
	Arrange pictures illustrating sandwich preparation in the proper order.
	Watch demonstrations on making basic sandwich fillings. (Examples: tuna salad, pimiento cheese, and chicken salad).
	Observe a sandwich assembly setup as the teacher goes through the process.
	Watch a demonstration by a caterer of variety in cutting and garnishing sandwiches. Examples: checkerboard, ribbon, open, pinwheel, and two-toned sandwiches.
Illustrate correct steps preparing cold sandwiches in quantity (C-C)	Draw a diagram on the chalkboard or on transparency film of an individual work setup for preparing sandwiches. Using the illustration, take turns explaining the step-by-step procedures for quantity sandwich preparation. (See p. 254.)

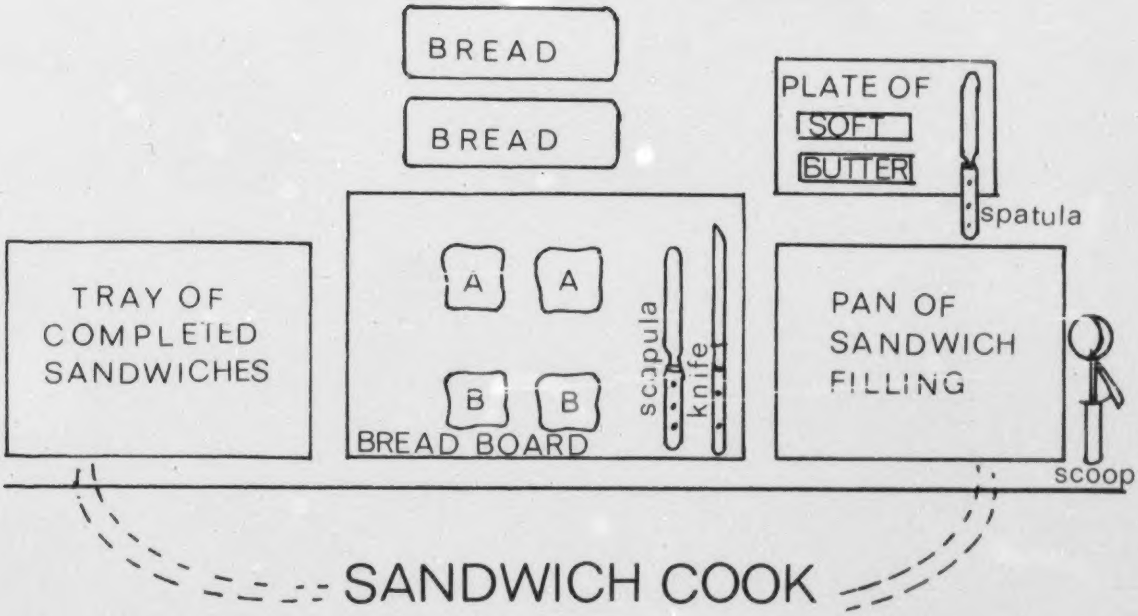
Behavioral Objectives	Learning and Evaluation Experiences
Prepare cold sandwiches in quantity using correct procedures (C-Ap)	Practice spreading sandwiches using one of the following fillings: peanut butter and jelly; egg salad; piemento cheese; or cheese. Package and serve to class and to students in other vocational classes. Spread at least three sandwiches each. A student supervisor will check your sandwiches on amount of filling, or whether the filling is spread to the edges or whether the bread is not torn or mashed down.
	Prepare a sandwich luncheon for the faculty.
	Take part in assembly line production of wrapped cold sandwiches for a concession or snack stand. (See p. 255.)
Apply appropriate standards to quantity cold-sandwich preparation (P-M)	Prepare sandwiches to be sold at the snack bar or by school vending machine during lunch hour. (Fill machine just prior to lunch hour and empty immediately after.)
	Take orders for sandwiches for class picnics and parties, or for parties given by teachers and office personnel.
Inititate proper techniques when preparing cold sandwiches (A-V)	Volunteer to prepare sandwiches for family and guests at home. Use the procedures learned in class.
	Show friends and others working on a committee for party refreshments how to spread and assemble sandwiches in order to get a high-quality product. This might be for FHA-FFA party, Y-Teens, or other club organizations.
List steps in preparing high-quality hot sandwiches (C-K)	View a demonstration by the teacher on correct procedures for preparing hot sandwiches. Examples: hamburgers, grilled cheese, hot steak sandwiches, and toasted ham and cheese.

Behavioral Objectives	Learning and Evaluation Experiences
	Visit a short-order food-service establishment and observe a demonstration by an employee on preparation of hot sandwiches. Note: Were meat patties formed by the food-service worker or purchased frozen? How were other ingredients prepared and stored? What steps were followed in hot-sandwich preparation? Were these steps used each time? When you return to class, list the steps in hot sandwich preparation.
Identify code symbols for sandwiches (C-K)	Study sandwich portion of handout sheet on codes or abbreviations used by food services personnel.
	Review the sandwich codes through use of flash cards held up by your partner. The code will appear on the front and its meaning will be given on the back. Repeat, holding up the terms. As each term is held up, quickly write its abbreviation.
Illustrate steps in hot-sandwich preparation (C-C)	Summarize steps in preparation of a hamburger and a hot dog.
	Role play taking orders for hot sandwiches, relaying ticket to the cook, making hot sandwiches using mock service, and serving the sandwich.
Prepare quality hot sandwiches using correct procedures (C-Ap)	Divide the class into two groups. One group prepares hamburgers using the charboiler. The other group uses the griddle. Quarter the hamburgers, and serve each student a portion of each type hamburger. Compare flavor and quality of each.
	Practice preparing hot sandwiches by having a "sandwich for lunch week." Prepare a different type sandwich each day of the week. The student supervisor will check to see that correct amount of gravy is used, that meat and gravy are placed on the bread correctly, and that the edges of the plate are neat and clean.

Behavioral Objectives	Learning and Evaluation Experiences
Produce high-quality hot sandwiches in quantity using correct procedures (P-M)	Set up a short-order restaurant for teachers; serve hot sandwiches. (Note: Take orders several days in advance to determine amounts of supplies needed. When teachers arrive, however, have the waitresses take their orders and relay them to cooks to simulate actual rush-hour conditions.)

INDIVIDUAL WORK SET UP FOR PREPARING SANDWICHES

1. Place bread on board
2. Spread butter or margarine on bread slices
3. Place filling on buttered bread
4. Spread filling evenly to edge
5. Close sandwich by bringing over 2 slices from stack A
6. Repeat steps 2, 3, 4, 5 until there are 4 whole sandwiches in each stack
7. Cut sandwiches with a straight downward motion
8. Store or wrap cut sandwiches.


BREAD
BREAD
PLATE OF
SOFT
BUTTER
spatula
TRAY OF
COMPLETED
SANDWICHES
A
A
B
B
scapula
knife
BREAD BOARD
PAN OF
SANDWICH
FILLING
scoop
SANDWICH COOK

Assembly Line Production of Sandwiches

Workers: 5

Equipment: trays, spreader, scoop, slicing knife, plastic wrap, plastic gloves

Ingredients: bread slices, spread, filling

First Worker: Places bread slices in four rows; slides to next worker.

Second Worker: Spreads each slice of bread with butter, mayonaise, mustard, or other spread; slides to next worker.

Third Worker: Places a scoop of filling on all bread slices in the second and third rows. Spreads filling with a spatula. Slides to next worker.

Fourth Worker: Closes sandwiches using both hands to cover two sandwiches and cut them. Slides to next worker.

Fifth Worker: Bags or wraps sandwiches and stores in the refrigerator.

Quantity Cookery - Salads and Salad Dressings

KEY IDEAS: Salads contribute variety, crispness and flavor to a meal.

Appeal of salads is dependent upon use of crisp, fresh, highquality fruits and vegetables.

Proper holding techniques are a necessity in the production of salads in quantity.

The correct proportion of liquid to gelatin is important in the preparation of gelatin salads.

WORDS TO KNOW:

- crisp
- dessert
- appetizer
- limp state
- color
- flavor
- chilled
- olive oil
- accompaniment
- bruise
- discolor
- main course
- seasoning
- vinegar
- texture
- rust

Behavioral Objectives	Learning and Evaluation Experiences
Define terms related to the preparation of a salad (C-K)	View a film or filmstrip on salad preparation. Listen for terms related to salad preparation and use. Discuss the terms unfamiliar terms. Note pictures of food models of salads. Determine catagories they are in. Examples: appetizer, main course, and dessert. Observe a display of different salad greens and salad vegetables in a market display. Listen as the instructor identifies each product by name and indicates its use. Note terms for types of blemishes and vegetable portions which would have to be discarded. Examples: bruised, limp, covered-with-rust, and discolored. Observe a demonstration of the preparation of the basic salad types. Listen as the teacher discusses the principles of each salad type with regard to quality of ingredients, eye appeal, color contrast, simplicity, neatness, and preparation techniques such as chopping, dicing, slicing. Following the demonstration, list each salad type and suitable ingredients.

Behavioral Objectives	Learning and Evaluation Experiences
	Take an oral quiz to identify salad products by name. Choose two teams. Each will attempt to identify the product (salad green, fruit, or vegetable) and its use. Each team will be given one point for correct answers. One point will be subtracted for cheating or answering out of turn.
List steps for the preparation of a salad (C-K)	View magazine pictures to gain ideas for combining salad ingredients and for creative uses of garnishes in preparing salads.
	Observe a demonstration on proper cleaning, washing, and preparation of salad ingredients. Note condition of greens that have been prepared and crisped prior to the demonstration. Discuss the following questions. How is ripeness of fruits and vegetables judged? How is the discoloration of fruits prevented? Which fruits discolor easily? How should salads be stored to retain their freshness? What does over-mixing do to a salad?
	Arrange diagrams or pictures of steps in salad preparation in the order in which they should be done.
	View transparencies or a teacher demonstration of the preparation of a gelatin salad. Note the necessity of soaking plain gelatin in cold water; disolving flavored gelatin in boiling water; length of time for congealing; proper time to add vegetables and fruits; and method for unmolding.
Explain in own words how to prepare a salad (C-C)	Prepare a poster which illustrates the steps in salad preparation.
	Duplicate the demonstration on washing and storing salad greens. As the other students watch, they will write down any mistakes or points left out. Take turns washing and storing greens properly.

Behavioral Objectives	Learning and Evaluation Experiences
	Review salad terms and the steps in salad preparation. Each student will select one card from a group of cards naming popular types of salad
Apply correct procedures for making salads (C-Ap)	Practice mass production in cleaning and storing vegetable greens to be used later in making quantity salads.
	Select a fruit or vegetable salad which is unfamiliar to you that appears on a restaurant menu. Prepare this salad to be served at a tasting party.
	Divide the class into groups. Each group will be given one catagory salad (appetizer, main course, accompaniment, dessert) to prepare for a salad luncheon which will be served to the class.
Acquire skill in salad preparation (P-M)	Prepare a salad luncheon for guests; use a variety of salads and serve salads individually, cafeteria style. Be sure that each serving is neat and uniform in size and that salads placed next to each other harmonize in color.
	Take orders from teachers and school office personnel for individual salad plates to be served on specific days of the week.
Create new ways of garnishing salads (C-S)	Develop through lab practice some techniques for garnishing salads using ideas which you have seen. Demonstrate these techniques to the entire class.
Develop a method for evaluating quality of salads (C-S)	Design a score card which can be used in judging salads produced in quantity. The supervisior of each lab in which salads are served will use the score card as a checklist to evaluate the salads produced that day.

Behavioral Objectives	Learning and Evaluation Experiences
Identify types of salad dressing and their uses (C-K)	Sample each type of salad dressing in a labeled display. Rank each salad dressing according to your personal preference. Compare your list with those of fellow classmates. Note the catagory under which each dressing could be classified: mayonnaise, cooked, or French. Listen as the teacher gives examples of types of salads with which each dressing can be used. Look through several menus from food establishments. Write down the number of times a particular salad dressing is listed on a menu. Total the tallies to determine which salad dressings are the most popular in your area of the country. Match salad dressings with their names by viewing a display of numbered bowls of salad dressing and locating the name of the dressing from a list on the board.
Cite correct steps in salad-dressing preparation (C-C)	View a film or demonstration by the teacher of preparation of the three basic types of salad dressings. Note the importance of adding certain ingredients slowly.
Explain correct procedures in salad-dressing preparation (C-C)	Divide class into four groups. Each group will explain one of the basic recipes written on a flip chart for mayonnaise, mayonnaise with a cooked base, French, and cooked salad dressings.
Produce quantity salad dressing using correct procedures (C-Ap)	Prepare quantity recipes of mayonnaise to use later with sandwiches and hamburgers; French and thousand-island dressings for salads.

Quantity Cookery - Vegetables And Fruits

KEY IDEAS:

Quantity production of vegetable and fruit dishes may be dependent upon the selection of the right variety to be used in particular recipes.

Procedures used in preparation of fresh vegetables influences color, nutritive value, attractiveness, and taste of the final product.

Continuous production in place of quantity production of cooked vegetables contributes to a more nourishing and appealing product.

Methods for vegetable and fruit cookery are dependent upon the quality and quantity of the food item and the equipment available.

Cooking time and temperature affect the quality of fruit or vegetable dishes.

WORDS TO KNOW:

frozen
dehydrated
vitamin
nutritive value
canned
freeze-dried
texture
flavor
carbohydrates
gelatin
citrus
half quarter
boil
panning
creaming
appetizing
pulp
peeling
rind
enzymes
steam
bake
pressure cooking
mineral
pectin

Behavioral Objectives	Learning and Evaluation Experiences
Identify the most common vegetables and fruits (C-K)	List aloud as many vegetables as you can as the teacher writes these on the board under these headings: Root Vegetable; Leaf Vegetables; Fruit Type, and Seed Vegetables. Make another list naming fruits. View a filmstrip or transparencies on types of fruits and vegetables. List fruits and vegetables which were not familiar to you. Use produce magazines and cookbooks to find names and pictures of other fruits unfamiliar to you.

Behavioral Objectives	Learning and Evaluation Experiences
	Play fruit bingo or work a fruit or vegetable word-search game to familarize yourself with names of fruits. (See pp. 266-270.)
Name various forms in which fruits and vegetables are available (C-K)	Visit a local grocery store and note the variety of forms in which fruits and vegetables are available including fresh, frozen, canned, dehydrated, and freeze-dried.
	View a demonstration on the preparation of a fruit or vegetable dish using different forms of the vegetables or fruit such as fresh, frozen, and canned. Write down the amount of time involved in preparation of the recipe using each form of vegetable or fruit. Compare the time required for each.
Interpret uses of various forms of vegetables and fruits (C-C)	Discuss the value of using fresh, frozen, canned, dehydrated or freeze dried vegetables and fruits in food preparation. Suggest the appropriate uses for each form of fruit or vegetable.
	Choose one recipe from a selected group of recipes available from the teacher. Read the recipe to the class. Explain what form of fruit or vegetable is needed to prepare the recipe. Determine if another form could be substituted. If so, what changes would need to be made?
Cite the correct method for cleaning vegetables and fruits (C-K)	Watch as the vegetable and salad workers in the school cafeteria clean the fruit and vegetables.
	Observe correct ways to clean vegetables by viewing transparencies and studying handout sheets.

Behavioral Objectives	Learning and Evaluation Experiences
	Name aloud methods for cleaning vegetables. Examples peeling, paring, scrubbing, draining, boiling.
Describe the proper methods for cleaning vegetables and fruits (C-C)	Draw a slip of paper naming a vegetable or fruit. Explain to the class the procedure to follow in cleaning the vegetable or fruit. Indicate what equipment would be needed.
Demonstrate correct methods of cleaning vegetables and fruits (C-Ap)	Clean a variety of green leafy vegetables such as iceberg lettuce, curly endive, turnip greens, and romaine remembering to lift the leaves out of the water. Remove discolored spots such as rust.
	Clean broccoli and cauliflower using salt-water soak. Have your partner check the vegetable for any insects or discolored spots.
	Practice cleaning root vegetables such as carrots, beets, and potatoes.
	Practice cleaning fresh berries using a strainer or colandar. Check the fruit for any spots indicating spoilage.
	Practice cleaning and removing stones from dried peas and beans.
List ways to reduce or prevent waste in preparing vegetables and fruits (C-K)	Observe a demonstration by a food-service employee on ways to reduce or prevent waste in the preparation of vegetables and fruits.
	Watch a demonstration on the methods of peeling oranges and grapefruit (peeling around the fruit in circular motion and peeling vertically). Observe how to segment citrus fruit without membranes.
	Observe a demonstration of the discoloration of bananas, apples, and pears after peeling and methods for controlling this darkening of fruit.

Behavioral Objectives	Learning and Evaluation Experiences
	Study a flip chart which indicates ways to reduce or prevent waste in fruit and vegetable preparation. Examples: avoiding excessive peeling saves time and yield; diagonal slicing speeds cooking time; uniform pieces or slices of vegetables are necessary to prevent overcooking of smaller pieces; following directions accurately for amounts of liquid to be added to potato flakes or other dehydrated vegetables prevents a worthless product; and lowering heat after bringing vegetables to full boil prevents their cooking to pieces.
	Check storage charts on fresh fruits and vegetables to determine how long they can be stored before use, and check temperature at which they must be stored.
Give examples of methods used to reduce or prevent waste in preparing vegetables and fruits (C-C)	Select one of the methods of preventing waste in vegetable preparation. Illustrate the method in poster form for display in the food-service lab.
Demonstrate methods of reducing or preventing waste in preparing vegetables and fruits (C-Ap)	Prepare instant potatoes. Have the teacher double check the liquid measurement.
	Weigh two 1-pound stacks of potatoes. Peel 1 pound of potatoes with a regular kitchen knife. Peel the other pound using the vegetable peeler. Weigh each stack of potatoes and compare the results. Which method of peeling results in less waste?
	Practice separating fresh vegetables and fruits that are misshapen or have spots that could be cut away from those vegetables and fruits that could be served as they are. Find a use for the products that could be judged seconds, and for by-products such as peelings and juices.

Behavioral Objectives	Learning and Evaluation Experiences
Name various methods used to cook vegetables and fruits properly (C-K)	Brainstorm to name as many methods of vegetable cookery as you can. Review cooking terms related to vegetable cookery by viewing transparancies which illustrate each. Study handout sheet on vegetable cookery which stresses the following: using a small amount of water; preparing as close to serving time as possible; preparing in as small quantities as possible; not using baking soda and similar products; and soaking for dried peas and beans for a definite time.
Explain methods used in vegetable and fruit cookery (C-C)	Choose one basic method of vegetable cookery (pot on stove, pan in oven, steam-jacketed kettle, compartment steamer, or deep fryer). Select the name of a vegetable from a list prepared by the teacher. Use cook books available from the teacher to find a recipe for preparing the vegetable using the basic method chosen. Explain the procedure to the class. View a demonstration on cooking dried fruits. Note: What techniques are used for washing the fruit? Why is soaking the fruit necessary? When is sugar to be added to dried fruits? Take "Vegetable-Fruit Quiz." As the teacher indicates a vegetable or fruit dish, list aloud the steps one would use in preparing that dish. Listen as the teacher gives additional information on the vegetable or fruit preparation if the preparation has been described incorrectly by the student. Example: buttered frozen cauliflower, and fresh green beans. Watch as the teacher demonstrates methods for holding hot vegetables until serving time. Note the following. How long can vegetables be held in the steam table?

Behavioral Objectives	Learning and Evaluation Experiences
	Why is a fresh vegetable sometimes cooked in batches with cooking time overlapping? What are the two techniques for holding vegetables that involve under-cooking?
Identify ways in which vegetables and fruits may be "held" after preparation (C-K)	Study a handout on ways to "hold" vegetables and fruits before serving.
	Review the procedure for using the steam table and food warmer. Name fruits which should be chilled.
Illustrate ways in which vegetables and fruits may be "held" after preparation (C-C)	Select at least one fruit and one vegetable from sample menus and indicate the method for "holding" the dish until serving time. Explain the equipment necessary for this procedure. Do your classmates agree with your method? If not, why?
Apply correct procedures for cooking vegetables and fruits (C-Ap)	Prepare a vegetable plate luncheon. Secure recipes which will provide a variety of cooking methods for vegetables from the root, seed, leafy, and flower groups.
	Take orders and prepare fruit plates for faculty. Garnish attractively.
Gain increased skill in vegetable and fruit preparation (P-M)	Prepare vegetables and fruits using a variety of methods. Serve cafeteria style.

FRUIT BINGO

Teacher Instructions:

1. Cut out the slips for drawing and place in a container. Each slip should have a letter (F,R,U,I, or T) and the name of a fruit on it (See p. 267.)
2. Make a bingo card for each student mixing up the names of fruits on each card. (See sample cards on p. 268.) Cards may be laminated, if desired.
3. Provide markers such as buttons or beans for each player.

Directions for Playing:

1. Issue one Fruit Bingo card and a supply of markers to each player.
2. To win, player must cover names of five fruits in a vertical, horizontal, or diagonal line.
3. Caller will shake container, draw one slip, and call the letter and fruit. Example: Under T, blueberry.
4. Caller places slip on corresponding space on master list.
5. Player should cover the fruit called, if possible, with a marker.
6. When a player covers five fruits vertically, horizontally, or diagonally, he should call out "bingo."
7. Caller checks fruits covered against master list. (See p. 269.)
8. Continue until several players bingo.
9. Winners may be awarded a piece of fruit.

CALL SLIPS FOR FRUIT BINGO

F Strawberry	R Strawberry	U Strawberry	I Strawberry	T Strawberry
F Date	R Date	U Date	I Date	T Date
F Apple	R Apple	U Apple	I Apple	T Apple
F Necterine	R Necterine	U Necterine	I Necterine	T Necterine
F Pineapple	R Pineapple	U Pineapple	I Pineapple	T Pineapple
F Blackberry	R Blackberry	U Blackberry	I Blackberry	T Blackberry
F Cranberry	R Cranberry	U Cranberry	I Cranberry	T Cranberry
F Lemon	R Lemon	U Lemon	I Lemon	T Lemon
F Tangerine	R Tangerine	U Tangerine	I Tangerine	T Tangering
F Cherry	R Cherry	U Cherry	I Cherry	T Cherry
F Lime	R Lime	U Lime	I Lime	T Lime
F Blueberry	R Blueberry	U Blueberry	I Blueberry	T Blueberry
F Orange	R Orange	U Orange	I Orange	T Orange
F Peach	R Peach	U Peach	I Peach	T Peach
F Grapefruit	R Grapefruit	U Grapefruit	I Grapefruit	T Grapefruit
F Apricot	R Apricot	U Apricot	I Apricot	T Apricot
F Olive	R Olive	U Olive	I Olive	T Olive
F Banana	R Banana	U Banana	I Banana	T Banana
F Pear	R Pear	U Pear	I Pear	T Pear
F Prune	R Prune	U Prune	I Prune	T Prune
F Plum	R Plum	U Plum	I Plum	T Plum
F Fig	R Fig	U Fig	I Fig	T Fig
F Grape	R Grape	U Grape	I Grape	T Grape
F Avocado	R Avocado	U Avocado	I Avocado	T Avocado

SAMPLE FRUIT BINGO CARDS

F	R	U	I	T
Orange	Banana	Grape	Apple	Lemon
Peach	Pear	Avocado	Nectarine	Tangerine
Grapefruit	Prune	FREE	Pineapple	Cherry
Apricot	Plum	Strawberry	Blackberry	Lime
Olive	Fig	Date	Cranberry	Blueberry

F	R	U	I	T
Grape	Avocado	Strawberry	Date	Apple
Nectarine	Pineapple	Blackberry	Cranberry	Lemon
Tangerine	Cherry	FREE	Lime	Blueberry
Orange	Peach	Grapefruit	Apricot	Olive
Banana	Pear	Prune	Plum	Fig

CALLER'S MASTER LIST

F	R	U	I	T
Apple	Apple	Apple	Apple	Apple
Apricot	Apricot	Apricot	Apricot	Apricot
Avocado	Avocado	Avocado	Avocado	Avocado
Banana	Banana	Banana	Banana	Banana
Blackberry	Blackberry	Blackberry	Blackberry	Blackberry
Blueberry	Blueberry	Blueberry	Blueberry	Blueberry
Cherry	Cherry	Cherry	Cherry	Cherry
Cranberry	Cranberry	Cranberry	Cranberry	Cranberry
Date	Date	Date	Date	Date
Fig	Fig	Fig	Fig	Fig
Grape	Grape	Grape	Grape	Grape
Grapefruit	Grapefruit	Grapefruit	Grapefruit	Grapefruit
Lemon	Lemon	Lemon	Lemon	Lemon
Lime	Lime	Lime	Lime	Lime
Necterine	Necterine	Necterine	Necterine	Necterine
Olive	Olive	Olive	Olive	Olive
Orange	Orange	Orange	Orange	Orange
Peach	Peach	Peach	Peach	Peach
Pear	Pear	Pear	Pear	Pear
Pineapple	Pineapple	Pineapple	Pineapple	Pineapple
Plum	Plum	Plum	Plum	Plum
Prune	Prune	Prune	Prune	Prune
Strawberry	Strawberry	Strawberry	Strawberry	Strawberry
Tangerine	Tangerine	Tangerine	Tangerine	Tangerine

FRUIT BASKET

DIRECTIONS: Find the words listed below in the word search game. The words may be spelled vertically or horizontally. Circle each job located.

Q	R	S	A	F	G	N	L	Z	W	T	U	F	G	I	H	J	B	C
K	U	T	V	D	A	T	E	H	L	F	M	M	O	P	T	X	A	D
C	D	F	G	A	E	U	M	W	Q	A	E	F	N	Z	G	A	E	R
N	G	L	E	F	V	R	O	A	E	O	L	T	U	J	R	C	W	Z
R	A	I	S	I	N	K	N	D	J	W	O	K	L	Y	A	N	K	F
D	B	M	S	E	L	T	W	U	S	M	N	W	T	S	P	U	O	S
C	K	E	D	J	W	C	A	N	T	A	L	O	U	P	E	H	B	E
L	P	D	A	C	F	M	P	E	E	I	A	F	I	L	W	Y	A	P
S	I	T	K	W	D	S	P	C	I	T	K	I	K	P	R	U	N	E
H	M	P	M	W	F	I	L	T	T	G	S	L	S	H	S	F	A	E
I	T	L	H	P	I	N	E	A	P	P	L	E	M	P	J	I	N	A
W	S	H	W	C	Y	T	J	R	I	A	W	S	H	W	C	Y	A	T
W	T	B	D	A	T	V	I	I	W	M	L	W	C	Y	T	I	C	I
T	O	F	A	W	T	S	O	N	E	C	T	A	R	I	N	E	P	M
A	E	D	O	E	A	Q	A	E	E	M	A	S	B	T	O	L	O	G
H	K	A	P	H	M	A	S	H	C	F	E	T	S	A	A	S	O	L

WORDS TO LOCATE:

nectarine
pineapple
banana
apple
cantaloupe
melon
lemon
date
raisin
grape
prune
lime

Quantity Cookery - Sauces, Gravies and Soups

KEY IDEAS: The flavor of meats, vegetables, desserts may be enhanced by the addition of a carefully prepared gravy or sauce.

The reputation of a restaurant may be associated with its production of a speciality soup.

WORDS TO KNOW:
thickening agent
puree
chowder
stock
gravy
hollandaise
tarter
bouillon
consomme
broth
fondue
roux
bisque
crouton
soup
sauce

Behavioral Objectives	Learning and Evaluation Experiences
Identify the basic varieties of sauces (C-K)	Look through cookbooks and magazines to find pictures and names of sauces.
	Take part in a buzz session to name the various sauces class members have eaten. Make a list of the sauces named.
Illustrate the types of sauces for each basic food type (C-C)	Note the headings written on the board: "Spicy Sauces for Meats," "Sweet Sauces for Desserts," "Cream Sauces for Vegetables." Study the list of sauces named by the class and take turns writing the name of a particular sauce under the correct heading. Did your classmates agree with your choice? If not, why?
Cite steps in preparing basic sauces (C-K)	Observe a demonstration by a utility company representative or a teacher on preparation of basic sauces. Note the following. Is the flour always cooked before adding liquid? Should the liquid be cold or hot when added to the flour?
Summarize the steps in making basic sauces (C-C)	Choose one of the following types of sauces and restate steps in its preparation in your own words: sauces to accompany meat or vegetables and dessert sauces.

Behavioral Objectives	Learning and Evaluation Experiences
Demonstrate preparation of various types of sauces (C-Ap)	Prepare a tasting lab on desert sauces. Sample the following varieties of sauces: chocolate, fruit, marshmallow, and caramel.
	Prepare a fondue meal using various types of sauces to be served with bread cubes, fruits, and meat cubes or slices.
	Practice steps in making a white sauce. Add ingredients to the basic sauce to produce cheese sauce, egg sauce, mushroom sauce, and others.
	Prepare a buffet meal for a service group or faculty members. Serve baked ham with raisin sauce.
	Prepare a variety of vegetables serving one portion with sauce and another portion without. Sample both types. Does the sauce improve the flavor of the vegetable?
Define the term "gravy" (C-K)	Observe a demonstration on the steps in preparing gravy. Note that the natural juices of the meats are cooked down before the addition of a thickening agent.
	Brainstorm to name the types of foods with which gravies are served; to determine the types of liquids used in making gravies.
Describe the steps in gravy preparation (C-C)	State in your own words the method for preparing gravy to accompany turkey and dressing, biscuits and sausage, beef roast, and ham.
Demonstrate correct procedures in making gravy (C-Ap)	Prepare one of the following: gravy to serve with a fried chicken dinner or chicken-fried steak and gravy.

Behavioral Objectives	Learning and Evaluation Experiences
Name the basic ingredients of soups (C-K)	Observe a demonstration on the methods for obtaining stock for soups using a pot for bones, one for meat, and one for vegetables. Note the following: the amount of cooking time necessary; whether salt is added; why the stocks must be cooled quickly; and when to remove the fat that rises to the top.
	Taste while blindfolded the varieties of stock produced and attempt to guess which ingredient was used to produce each variety.
Identify the major types of soups (C-K)	Take part in a tasting lab to identify the basic types of soups and when they may be served at a meal. First observe the following examples of soups and appropriate accompaniments as they are served by the teacher and assisting students: bouillon with bread sticks, cream of tomato soup with grilled cheese sandwiches, and meat and vegetable soup served with cornmeal muffins. Discuss the following. What is the purpose of serving a clear stock or light soup? Would a cream soup such as the tomato soup served alone actually satisfy a person's appetite? Why could the meat and vegetable soup be considered a meal in itself or a main dish?
	Distribute a card to each student with one of the following words printed in large letters: stock or cream. Try to name the basic types of soup by holding up your card when the teacher holds up a picture of that variety of soup.
	Give each student a card with one of the following words written on it in large letters: appetizer, accompaniment, or main course. Hold up your card when the teacher shows a picture of a soup that could be served for that purpose.

Behavioral Objectives	Learning and Evaluation Experiences
	Look through magazines for pictures of the three types of soups. Make a bulletin board display to show the three types of soup.
Describe the varieties of soups (C-C)	Use food models as illustrations to describe soups of each basic type to classmates.
List the steps in preparing soups (C-K)	Study a flip chart of steps in preparing soups as the teacher reads and explains each step.
	Watch as the teacher demonstrates the steps in preparing a stock soup; a cream soup; a chowder. List the steps in preparing each.
	Read the instructions on dehydrated and canned soups. Are the steps in preparing these similar to those in preparing the same soup from scratch?
Describe the steps in preparing soups (C-C)	Explain each step in preparing the basic types of soup, describing the equipment needed for each step.
Prepare soup using proper techniques (C-Ap)	Divide into three groups. Each group prepare one basic type of soup. Serve samples of the soups to class members. Take a poll to determine which was the most popular variety.
	Divide class into four groups to prepare frozen, dehydrated, and canned varieties of the same soup as well as making the soup from a standard recipe. Compare the soups for taste and quality.
Acquire additional skill in soup preparation (P-M)	Plan, prepare, and serve a luncheon with soup as a main course or a dinner with soup as an appetizer.

Quantity Cookery - Breads

KEY IDEAS: Fresh baked breads may contribute to the reputation of a service establishment.

High quality in bread products is related to the skill of the baker.

Accurate measurement of ingredients and proper manipulation of dough contribute to a quality baked product.

WORDS TO KNOW:

- biscuit
- muffin
- dough
- knead
- yeast
- flaky
- rise
- leavening
- dissolve
- lukewarm
- shape
- glaze
- cinnamon

Behavioral Objectives	Learning and Evaluation Experiences
Identify food products that are considered quick breads (C-K)	Look through recipe books available from the teacher. Find a definition of the term "quick bread." Read the definition to the class. Explain the book definition into your own words.
	View a bulletin board picturing a variety of quick breads. Name all of the types you can.
	Look through sample menus. Make a list of all breads you consider to be quick breads. Compare your list with the rest of the class.
Explain the steps in the preparation of quick breads (C-C)	Watch a demonstration on preparation of quick breads. Note the ingredients needed for the recipe. Compare these ingredients with a display of ingredients for yeast breads. What items are different? Note the length of mixing time, the techniques for greasing the pan or muffin tin, the utensil used in filling the tin, and the amount of batter to be placed in the pan.
	Watch a demonstration on preparation of pancakes. Note the method used to determine 2 ounces of batter; the preparation of the griddle; the length of cooking time; the number of times pancakes are turned; and the method of holding pancakes, if they are made up ahead of time.

Behavioral Objectives	Learning and Evaluation Experiences
	Pantomime the steps in preparing quick-bread recipes selected by the teacher.
Identify quality characteristics of quick breads (C-K)	Study the score sheets for quick breads. Discuss what is meant by texture and tunnels. Use the muffins, biscuits, or loaf breads prepared in the teacher demonstration as examples for scoring.
Prepare quick breads using correct techniques (C-Ap)	Prepare a basic quantity biscuit recipe; a quantity muffin recipe; and a loaf-type quick bread.
Improve speed in preparation of quick breads (P-M)	Prepare a variety of quick breads to serve at a brunch for mothers of CVAE students. Serve with coffee and hot tea.
	Prepare muffins to accompany a salad luncheon to be served to the faculty.
	Take orders from teachers for quick bread loaves. Examples: banana nut, orange, cranberry, apricot, and nut breads. Bake, package, and deliver.
	Prepare coffee cakes to be served to teachers during an in-service day.
	Invite students from other CVAE units for a pancake breakfast. Take orders from each student. As the orders are turned in, use a pancake pitcher to prepare hot pancakes on the griddle.
Cite food products that are yeast breads (C-K)	View food models and picture of various types of yeast breads.
	Take part in a study tour of a local bakery. Observe the displays of yeast breads and view a demonstration on the preparation of various yeast bread products.
	Tour a local doughnut shop to view the step by step procedure in doughnut production.

Behavioral Objectives	Learning and Evaluation Experiences
List the steps in preparation of yeast breads (C-K)	View a demonstration on preparation of yeast dough in quantity. Note the ingredients; the method of weighing ingredients; and the techniques for mixing. Check yourself to see if you can name each step that the teacher demonstrates.
Explain the steps in preparation of yeast breads (C-C)	Study photographs of steps in yeast dough preparation which have been prepared by the teacher. Examples: photo of student measuring the ingredients; checking water temperature; mixing yeast and water; adding dry ingredients; and mixing with the dough hook. Describe to the class the importance of each step. Illustrate the importance of rising time for yeast dough by allowing a dough sample to set out several hours and to rise too much, allowing dough to rise over too hot a surface, and showing how the dough cooks on the bottom. Place rolls that have risen the proper amount of time in the oven with rolls that have been allowed to rise only half the time. Examine the baked products and compare.
Prepare a recipe for yeast bread (C-Ap)	Assist in the measuring of ingredients and the mixing of a quantity recipe for French bread. Each team of two will work to shape one loaf and take it through the baking process, including making the diagonal slits and glazing with egg white. Freeze the loaves and serve them later with a spaghetti luncheon. Prepare a refrigerator yeast-roll recipe. The following day, shape the dough into cresent, fan, and cloverleaf shapes. Bake sample rolls for the class and freeze the remaining rolls for use later. Use a score sheet to evaluate the rolls.

Behavioral Objectives	Learning and Evaluation Experiences
	Prepare a quantity recipe of doughnut dough. Cut out doughnuts and freeze overnight. Allow the doughnuts to rise and fry the doughnuts the following day, using assembly-line procedures. Serve doughnuts and coffee to teachers and office personnel.
Acquire skill in preparing yeast breads (P-M)	Take orders for fresh loaves of bread, cinnamon rolls, Swedish tea rings, and jelly-filled doughnuts.
List steps in heating convenience breads (C-K)	Observe a demonstration on heating convenience breads. Recall and list each step demonstrated.
Practice heating convenience breads (P-GR)	Heat convenience breads as needed in the food service laboratory. Use techniques which prevent bread from becoming hard and dry.
Name uses for crumbs in food preparation (C-K)	Study recipes which use crumbs as an ingredient. Name the ways crumbs are used.
List steps in making crumbs (C-K)	Watch the teacher make crumbs from old bread. Why is old bread used? How were the crumbs made? How are they stored?
Practice making crumbs (P-GR)	Make crumbs as needed in the food service laboratory.

Quantity Cookery - Desserts

KEY IDEAS: Dessert production requires a high degree of knowledge and skill on the part of the food-service worker.

Similar ingredients used in different proportions and with different mixing techniques provide a great variety of dessert products.

Many commercial food facilities have built their reputations on their dessert items.

WORDS TO KNOW:

- pastry
- dough
- crust
- flaky
- fluted
- custard
- pudding
- meringue
- batter
- butter or shortened cake
- sponge cake
- chiffon cake
- sugar crystals
- frosting
- icing
- crumbs
- drop cookies
- bar cookies
- pressed cookies
- molded cookies
- refrigerator cookies
- gelatin

Behavioral Objectives	Learning and Evaluation Experiences
Identify pastry products (C-K)	Observe a display of pastries while on a study tour of a bakery. Ask the names of unfamiliar varieties. View a bulletin board which pictures a variety of pastries. See how many you can name. Take a poll of teachers or classmates to determine the most popular type of pie. Visit a local supermarket and note the types and prices of convenience pastry items offered for sale. Survey local institutions and restaurants to determine if pastries are baked on the premises or purchased elsewhere.
Identify quality characteristics of pastry (C-K)	Study a rating scale for pastry as the teacher demonstrates with a sample piece of pie how to determine the qualities mentioned on the scale.

Behavioral Objectives	Learning and Evaluation Experiences
Cite steps in preparing quality pastry (C-K)	View a filmstrip on preparing pastry. Note the following: the method for blending shortening and flour; the pastry attachment for the commercial mixer; the length of mixing time; and the importance of properly measuring the liquid.
	View the operation of a pastry roll-out machine. What operations must still be done by hand? Note the assembly method for lining a pan with pastry dough for a one-crust pie; for a double crust pie. Note the method for trimming several crusts at one time.
	Watch a teacher demonstrate preparing and rolling out pastry. What techniques were used to prevent the dough from sticking to the pastry cloth or rolling pin? Note the differences in texture of the crusts made with varying amounts of shortening. What effect does increasing the shortening have on the pastry crust?
Explain the steps in preparing quality pastry (C-C)	Use the round-robin technique to explain steps in pastry preparation with each classmate giving only one step. If a step is given incorrectly or out of order, correct it before going on to the next person.
Apply proper techniques for preparing pastry (C-Ap)	Make up pastry mix using the commercial mixer. Measure out enough mix for two crusts. Add water and mix. Roll out the dough in rectangular shape. Cut the dough into 4-inch squares. Place a tablespoon of canned pie filling in each square and fold the dough diagonally to form a tart. Seal the edges and bake. Score the crust for flakiness and tenderness.
	Prepare a commercial-quantity mix for danish pastry, following the directions on the mix. Use assembly line methods for rolling out dough, adding butter, and rerolling. Fill the pastry with a prepared filling. Bake and frost. Serve at a "coffee shop" for teachers.

Behavioral Objectives	Learning and Evaluation Experiences
	Make up pastry for fried pies. Form the dough into small balls, and roll the balls out on a marked dough board or pastry sheet the size of a tart. Spoon on prepared filling and fold over dough and seal. Cut or prick to ventilate. Fry and drain. Be sure to label for types if more than one variety of filling is used. Fill orders for the fried pies or sell them in the teachers' lounge.
	Make quantity pastry shells to fit tart pans. Stack and freeze for future luncheons. Make quantity pastry shells to fit regular sized pans.
Cite types of pie fillings (C-K)	View a bulletin board picturing various pies including fruit fillings, cream fillings, and chiffon fillings. See how many you can name. Place name of pies under the following headings on the board: "Uncooked Soft Filling," "Cooked Soft Filling," "Fruit Filling."
Cite the steps in preparing fillings (C-K)	View a demonstration of the steps in preparing the following types of pie fillings: fruit, cream, and chiffon. Note the basic ingredients of each type, the method for combining ingredients, the cooking or refrigeration time, the use of a steam jacketed kettle or compartment steamer to prepare cooked fillings, and the use of the French whip for stirring cooked fillings.
	View a demonstration on the preparation of meringue from dried egg whites. Note the mixer attachment used and the precautions to take to prevent any oily grease from getting on the egg whites.

Behavioral Objectives	Learning and Evaluation Experiences
Explain the steps in preparing pie fillings (C-C)	Divide class into four groups. One group will explain the steps in preparing an uncooked filling that is poured into a pie shell and baked; another group will explain the steps in preparing a cooked soft filling that is covered with a meringue; the third group will explain the steps in preparing meringue; the fourth group will explain the steps in preparing a fruit-pie filling.
Prepare the three basic varities of pies (C-Ap)	Work with a partner to prepare a soft-filled, uncooked-filling pie in the first pie lab; the second pie lab, a cooked filling pie such as lemon, chocolate, or vanilla cream should be prepared; in the third lab, a fruit filled pie should be prepared; in the fourth lab a chiffon pie such as lemon, orange, pumpkin should be prepared. Student supervisors will view, sample, and score the pies. Serve the remaining pie slices to teachers during their off-periods and to office personnel during their coffee break. Obtain their comments on the quality of the pies.
	Fill tart shells made earlier with canned pie fillings of both fruit and pudding types. Serve as desserts for regularly scheduled meals or at a "coffee shop" set up in the lab.
Acquire additional skill in preparing pies in quantity (P-M)	Make double crust pies and soft filling pies using assembly line techniques. A student supervisor will check the appearance of each pie for quality control.
	Take orders for holiday pies at Thanksgiving and Christmas. Provide a choice of three pies.
Identify basic types of cake (C-K)	View food models or pictures of a variety of cakes. Watch as the teacher groups them under two categories, butter and sponge, and explains the basic differences in the two types.

Behavioral Objectives	Learning and Evaluation Experiences
List basic steps in cake preparation (C-K)	Watch a demonstration by the teacher of creaming method in cake preparation. Note the following: types of ingredients and how they are measured; techniques for mixing batter in the commercial mixer; preparation of the cake pans; and techniques for knowing how much batter is to be poured into the pan. While the cake is baking, watch the steps in preparing a butter cream frosting.
	Review the following techniques of commercial cake preparation observed in film or on a study tour: method and preparation used for greasing cake pans and automatic method of filling cake pans.
	View a film on preparation of cakes. Notice the steps in each of the following methods: creaming, sponge, or whipped methods. List aloud all the steps you can remember from the film.
Explain the basic mixing methods for cakes (C-C)	Select a sample recipe for a cake. Explain to the class what method is used in mixing that particular cake. Explain what basic type of frosting is recommended for the cake.
Prepare a cake using appropriate techniques (C-Ap)	Make a cake using appropriate techniques. Sample the cake and use a check sheet to rate its quality.
Identify basic mixing methods for frosting (C-K)	View a demonstration on preparing a creamed frosting and a boiled frosting. Sample each type of frosting on a graham cracker or vanilla wafer. How do they seem to differ? Listen as the teacher explains the difference in the two basic varieties.
Explain procedures for making frosting (C-C)	Study recipes for different types of frosting. Work with a partner to explain how to prepare one type.

Behavioral Objectives	Learning and Evaluation Experiences
Prepare a frosting using appropriate techniques (C-Ap)	Make small recipes of frosting to practice the techniques for creamed and boiled frostings. Sample and rate the quality. If frosting did not turn out well, try to determine the reason.
Cite procedures for mixing frosting (C-K)	View slides on frosting cakes. Attempt to name in order each step in frosting a cake.
Cite steps in frosting cakes (C-K)	Watch a demonstration on how to frost a cake. Note which section of the layer cake is frosted first, next, and what technique is used commercially to prevent cake crumbs from breaking off into the frosting. Why is it important to use a standard portion of frosting on cakes which are to be sold?
	Describe in your own words the steps in frosting a cake. Explain why each step is necessary.
Prepare cakes and frostings using the proper techniques (C-Ap)	Prepare a basic sheet cake and butter frosting using a commercial mixer. Frost the cake using proper procedures. Sample the cake and score both the cake and frosting using a score sheet. Attempt to gain some other views on the quality of your cake. Example: Have one of the homemaking teachers or the cafeteria supervisor score a cake sample.
	Prepare various types of cakes to be served with meals served in the foodservice laboratory.
Gain additional skill in cake and frosting preparation (P-M)	Take orders from parents, teachers, and office personnel for special occasion cakes. Bake, decorate, and package the cakes. (See Small Equipment Unit on p. 148 for information on techniques in cake decorating.)
	Take orders and prepare cupcakes and cake squares for school club activities.

Behavioral Objectives	Learning and Evaluation Experiences
	Give a demonstration of frosting and decorating cakes for an FHA group.
List the basic types of cookies (C-K)	View a cookie display in a bakery. Ask the names of any variety which you do not recognize. Watch a demonstration by the bakers of preparation of various types of cookies. Look up cookies in the index of a few cookbooks. What basic varieties are listed? Name some of the cookies under each basic type.
Cite the steps in cookie preparation (C-K)	List aloud the steps in cookie preparation you are able to observe at the bakery or in the school cafeteria.
Describe the steps in cookie preparation (C-C)	Select and read cookie recipes. Explain to the class the basic type of cookie they produce and the major steps in mixing and preparing the dough.
Apply correct steps in cookie preparation (C-Ap)	Prepare a drop-cookie dough. Portion out one pan of cookie dough using a teaspoon. Use a number 40 dipper to portion dough for another pan of cookies. Evaluate the cookies for the uniform size.
	Prepare a recipe for a drop-type cookie. Weigh out a 6-oz. portion of dough. Form the dough into a 12-inch roll. Cut the roll in half; cut each half in two pieces; cut the four pieces in thirds. You should have twelve sections of cookie dough. Place on pan and bake. Compare the uniformity of these cookies with that of the cookies portioned with the number 40 dipper. Which method is faster?
	Divide the class into six groups. Each group will prepare one basic type of cookie. Score samples of all the types. Package and freeze the remaining cookies to be sold later in the teacher's lounge or at a "sweet shop" for teachers or students in other vocational classes.

Behavioral Objectives	Learning and Evaluation Experiences
	Make a sugar-cookie dough. Divide the dough into three portions. Make one portion into a roll and refrigerate until firm enough to slice, chill the second portion before rolling, and roll the third portion immediately. Which dough is easiest to roll? Which is easiest to shape? Try using the meat slicer to slice the chilled, rolled dough. Which method for shaping sugar cookies would you recommend and why?
Acquire additional skill in quantity cookie preparation (P-M)	Supply cookies on a contract basis for Head Start or early-childhood classes. Use a cookie press to make a large quantity of cookies for a special event such as a PTA meeting or a Christmas Open House for the CVAE department.
Identify types of milk desserts (C-K)	Scan magazines for pictures of milk-type desserts. Display the pictures for the class, and name each dessert.
Cite steps in production of various milk desserts (C-K)	Review the unit on pastries and fillings on page 279. Note the information on custards and puddings. List the steps you are able to recall. View a filmstrip on dispensing and serving ice-cream products. What particular references to sanitation are made? Review procedures in the equipment unit for using the soft ice-cream machine. Review information on portioning to determine the proper methods for serving puddings and milk desserts.
Describe the steps in production of various milk desserts (C-C)	Make a series of drawings which indicate the steps in preparing an ice cream sundae, or a banana split.

Behavioral Objectives	Learning and Evaluation Experiences
	Illustrate the methods for preventing sticking and scorching of cooked milk desserts, such as the use of the double boiler and rinsing cooking pan with cold water before placing milk in the pan.
Produce various milk desserts (C-Ap)	Prepare individually baked custards to serve with meals. Use proper portioning and holding techniques for custards.
	Operate a "Sweet Shop" for other vocational classes and prepare banana splits and sundaes to order.
Name types of gelatin desserts (C-K)	Take part in a 5-minute contest to see how many pictures of gelatin desserts you can find in available magazines. What combinations of gelatins and ingredients do you see represented in the example? Why do you think gelatin desserts are popular?
Cite steps in preparation of gelatin desserts (C-K)	Review the salad unit. List the steps in the preparation of flavored and unflavored gelatin. What procedures do you recall that deal specifically with dessert-type gelatins? Example: time fruits are added to the gelatin; use of fruit juices in place of water; reasons for not using frozen or fresh pineapple.
Apply proper procedures for making gelatin desserts (C-Ap)	Prepare parfaits and other whipped-gelatin desserts. Include them in the dessert display for a cafeteria service meal.
	Prepare tortoni to be served with an Italian dinner.

Quantity Cookery - Cereals and Pasta

KEY IDEAS: Cereals are increasing in popularity as breakfast items in commercial food facilities due to increased public concern regarding heart disease and cholesterol.

Pasta dishes are becoming important menu items because they are both economical and filling foods.

WORDS TO KNOW:

starch
protein
flakes
noodles
lasagna
boiling water
whole grain
shredded
granular
overcooking
enriched
dry
macaroni
spaghetti
pasta
undercooking

Behavioral Objectives	Learning and Evaluation Experiences
Identify varieties of cereals prepared in commercial food establishments (C-K)	Study a display of popular cooked cereals served in restaurants. Watch as the teacher groups the displayed cereals into the following catagories: fine granular, coarse granular, flaked grains, whole grains. Poll your class and find the most popular cereal.
List steps in cereal preparation (C-K)	Look at the labels on the cereal containers carefully. Which cereals are quick-cooking or instant varieties? Study a flip chart which lists the following basic points in cereal cookery: Use a heavy pot, steam kettle, or compartment steamer; pour measured amount of cereal into boiling water (except for fine-granule cereals which must be mixed with cold water first); stir for a short time to prevent lumping; follow directions on the package for the amount of water and cereal and the cooking time; cook in as small quantities as possible; remove rice from heat when done to prevent gummy product.
Explain steps in cereal preparation (C-C)	Select one cereal box from a paper bag filled with various cereal containers. Describe the basic steps for cooking that particular cereal.

Behavioral Objectives	Learning and Evaluation Experiences
Apply proper techniques in cereal cookery (C-Ap)	Take part in a cereal lab in which one group prepares an instant cereal, one group a quick cooking cereal, and a third group a regular cereal. Portion cereal samples for each student and rate the cereal on the following characteristics: free from lumps; not gummy or pasty; moist, not dry.
Acquire additional skill in cereal preparation (P-M)	Prepare the following types of food: oatmeal sheet cake which requires cooked oats as an ingredient; grits to accompany a "soul food" meal; a rice casserole, a rice pudding to be served as a dessert.
Identify foods that are considered pasta (C-K)	View a display of pasta products. Which ones can you name? Listen as the teacher names the other varieties and explains how they are used. Note: What characteristics do all pastas have?
	Visit a local grocery store and note the variety of pasta available. Write down the varieties and the cost of each. Check your list to determine which is the most expensive; the least expensive.
Illustrate the varieties of pastas available (C-C)	Make a display of pasta "people" and label them. Examples: Macaroni Mary, Spaghetti Betty, and Noodle Norman.
Cite steps for cooking pasta (C-K)	Study a flip chart showing rules for cooking pasta.
	Watch a demonstration in which one cup each of macaroni, noodles, and spaghetti are cooked. After the pastas are drained remeasure each variety to determine the amount the pasta expands while cooking.

Behavioral Objectives	Learning and Evaluation Experiences
	Observe a chef in an Italian restaurant preparing pasta to serve to customers, or observe a demonstration in class. Note the following. What is added to the water to prevent clumping of the pasta? Why is pasta started in boiling water? How can you tell when various types of pasta are done? What utensil is used to drain pasta? What happens when pasta is cooked in large quantities?
Explain how to prevent poor pasta products (C-C)	Role play the part of an Italian chef. Your classmates will be given questions to ask you about pasta cookery. You are the "expert" who will tell them how to remedy a problem. Sample questions: I always get burned when I try to drain the water off the pasta. How can I prevent this? My spaghetti sticks together after it is cooked. What can I do about this? When I cook pasta, the water always boils over onto the range. Why? I've heard vitamins can be washed away. Should pasta be rinsed off after draining it? My noodles are either over-cooked or under-cooked. How can I cook them just the right amount?
Follow the correct procedures for cooking pasta (P-GR)	Divide the class into teams of two. Select a variety of pasta to prepare for class sampling. Read the instructions on the package. Butter the pasta to prevent it from sticking together. Sample each type and discuss the differences in each.
Acquire additional skill in pasta cookery (P-M)	Prepare an Italian luncheon for teachers, providing a selection of main course pasta dishes. Prepare a variety of casserole dishes which include pastas. Prepare macaroni to be used in a main-dish salad.

Quantity Cookery - Meats, Poultry, Seafood

KEY IDEAS:

Tender meat, poultry, and seafood products are promoted by the use of low heat.

The quality of a cooked meat product is dependent upon the quality of meat purchased, the storage procedures followed, and the cooking methods used.

The methods chosen to cook any meat, poultry or seafood depend on the type and size of the cut of meat, the time available for cooking, and the degree of doneness desired.

WORDS TO KNOW:

Techniques
- bake
- braise
- broil
- cube
- deep-fry
- dry-heat cookery
- fricassee
- grind
- moist-heat cookery
- pan broil
- pan fry
- pound
- roast
- rotisserie
- score
- simmer
- steam
- stew
- thaw
- truss

Meats
- beef
- lamb
- pork
- variety meats
- veal

Poultry
- Cornish hen
- chicken
  - broiler
  - fryer
- duck
- goose
- guinea hen
- squab
- turkey
- giblet

Seafood
- clams
- crab
- fish
  - drawn
  - dressed
  - filleted
  - steak
- lobster
- oyster
- salmon
- shrimp
- tuna

Condition or Quality
- boned
- bone-in
- boneless
- grade
- inspection stamp
- lean
- marbled
- protein
- scaled
- tender
- tough

Behavioral Objectives	Learning and Evaluation Experiences
Identify major varieties of meat, poultry and seafood (C-K)	Observe a bulletin board which depicts a variety of meats. Discuss the actual sources of the meats pictured. Remove the pictures and revise the bulletin board, placing pictures under the following catagories: Meat--Beef, Pork, Lamb; Poultry; Seafood.

Behavioral Objectives	Learning and Evaluation Experiences
	View a filmstrip on the varieties of meats available. Did you recognize any particular cuts of meats? Name them.
	Visit a local fish market and note the varieties of fresh seafood available.
	Look at menus from restaurants which specialize in fish dishes. List the types of fish and other seafoods available.
	Scan menus provided by the teacher. Make a list of all the types of meats served. Classify each variety under the categories listed previously. Of all the meats listed, which would you order from the menu? Check to see if the majority of the class preferred beef, pork, lamb, poultry or seafood.
	Work with a partner to identify terms in a meat word search game. (See p. 297.)
Identify proper methods for care and storage of meats, poultry, and seafood (C-K)	Listen to a tape recording of a meat-market manager as he describes the correct methods for care and storage of meats. Note the following. How long can ground meat be stored? Larger cuts of raw meat? Fresh fish? What is the best method for thawing large quantities of meats? Which types of meats can be stored longer: beef, lamb, pork, poultry, or seafood? Should fresh meats be tightly covered when stored in the refrigerator? Should cured meats be frozen? Can unused fresh meat be refrozen?

Behavioral Objectives	Learning and Evaluation Experiences
Explain techniques for care and storage of meats, poultry, and seafood (C-C)	Choose one of the following rules to illustrate to the class: 1) Seafood must not be thawed at room temperature. Show the class samples of fish you have allowed to thaw in the refrigerator and a sample thawed at room temperature. Note the difference in seepage of fluid. What happens to the fish when most of the fluid is removed? 2) Ground meat should not be stored longer than 24 hours. Show the class a sample of fresh ground meat compared to ground meat that has been in the refrigerator two days.
Define dry and moist heat cookery (C-K)	Take a study tour to a meat market where the butcher will explain the dry and moist heat methods of cooking meat and will give examples of cuts of meat which are cooked by these basic methods.
	List techniques such as baking, frying, pan-broiling, braising, broiling, stewing under the catagories: dry heat, moist heat.
Give examples of meats, poultry and seafood which can be cooked by dryheat and by moist-heat cookery (C-C)	Study a chart which shows what cuts of beef, lamb, and pork can be cooked using the dry heat method. Note the type of poultry which can be cooked by dry heat methods. Note the fish varieties which can be baked or broiled.
	Prepare a bulletin board illustrating the dry- and moist-heat methods of meat cookery and the cuts and types of meats, poultry, and seafood which can be prepared by each dry- or moist-heat method.
List the steps to follow in dry-heat cookery of meats, poultry, and seafoods (C-K)	Study a flip chart which lists the steps in the three major dry-heat techniques: roasting, broiling, and pan broiling. Why are these three methods known as dry-heat cookery?

Behavioral Objectives	Learning and Evaluation Experiences
	View a film or filmstrip on roasting, broiling, and pan broiling. Note the following. Is a lid placed on a roasting pan during the cooking process? Why is the meat placed on a rack in the roasting pan? In broiling, is the direct flame under or over the meat? How often is meat turned during broiling? In broiling, how do you mark the meat with the characteristic diagonal grill marks? How do you determine when roasted and broiled meats are done? How is the loss of natural meat juices prevented? Why is is necessary to pour off accumulated fat when pan broiling?
Explain the steps in dry heat cookery of meats, poultry, and seafood (C-C)	Choose one meat dish which is prepared by dry heat and explain to the class the steps and equipment necessary in its preparation. Examples: roast beef, broiled T-bone steak, roast turkey, broiled hamburger patties, pan-broiled ham, and pork roast.
Prepare meats using the proper techniques in dry-heat cookery (C-Ap)	Roast a large cut of meat, a turkey, or a hen. Use a meat thermometer to determine the doneness of the meat. Bone if necessary and freeze to serve later with a scheduled meal.
	Prepare a fish dish such as halibut using dry heat techniques. Serve with a salad and other vegetables as a "fish day" luncheon for teacher and other regular customers.
	Prepare both grilled and broiled hamburger patties for the hamburger luncheon menu for regular customers. Poll the customers to see if they prefer broiled patties to those cooked on a griddle.

Behavioral Objectives	Learning and Evaluation Experiences
	Heat a precooked turkey roll or boneless beef roast. Slice and serve as part of the regular luncheon menu. Compare the time involved in preparation of pre-cooked meats and those cooked in the lab.
	Prepare a meat loaf using the commercial mixer. Be certain to mix dry ingredients first, then liquid, and meat last. Do not overmix.
List the steps to follow in moist heat cookery (C-K)	Study a flip chart which lists the steps in the three major moist heat techniques: braising, frying, and stewing.
	View a filmstrip or film on moist heat methods. Note the following. What is the difference in the amount of liquid used in braising and stewing? In frying, what liquid is used in place of water? What is the coating or covering for fried meats called? What is the purpose of breading? What is the reason for browning the meat in the braising process?
	Observe the techniques used by a fry-cook while on a study tour of a short order restaurant. Note the following: Are pre-breaded meats used? What temperature is used for chicken? For fish portions? For shrimp? What utensil is used to turn the meat? How does the cook determine if the meat is done?
Explain the steps in moist-heat cookery of meat, poultry, and seafood (C-C)	Choose one meat dish which is prepared by moist heat and explain to the class the steps and equipment necessary in its preparation. Examples: pot roast, stew, barbecued brisket or chicken, smothered steak or liver, stewed chicken and dumplings, and fried chicken.

Behavioral Objectives	Learning and Evaluation Experiences
Practice techniques for moist heat cookery of meat, poultry and seafood (P-GR)	Compare the time and results of pan-fried and deep-fried chicken. Prepare all the parts of one fresh cut-up chicken in the following manner: dip in cold milk; add paprika to flour; flour each chicken part with this mixture; let rest on a rack for ten to fifteen minutes without stacking the pieces; fry half the pieces in a heavy skillet using conventional cooking oil and medium temperature; fry the remaining pieces in a deep fryer using a commercial cooking oil and a 360° temperature; drain when golden brown; cool and check flavor and greasiness of both products.
	Conduct another, similar experiment with fried chicken. This time compare the chicken which was coated in the lab with a frozen prebreaded variety.
	Prepare bacon on the griddle for use in bacon and tomato sandwiches. Experiment in using a bacon press to keep the strips flat and in turning several pieces at one time.
	Prepare a stew in which the meat is browned before cooking in the liquid. Use the same ingredients for preparing another pot of stew but do not brown the meat before cooking in the liquid. Sample both types of stew. Compare the flavor and appearance of the two stews.
Prepare meats, poultry, and fish by the moist heat and dry heat methods (P-M)	Serve a fish luncheon to teachers. Give it a theme like, "The Fish Hook," and decorate the dining area appropriately.
	Prepare carry-out orders for fried chicken and shrimp for school personnel.
	Cater a meal for an in-service day luncheon for teachers. Prepare an economical variety of meat.

MEAT AND MEAT COOKERY

DIRECTIONS: Find the words listed below in the word search game. The words may be spelled vertically or horizontally. Circle each word located.

G	H	A	M	B	U	R	G	E	R	W	N
B	B	P	O	R	K	S	H	T	W	I	F
I	B	S	A	O	Y	S	T	E	R	S	I
G	R	F	T	I	I	H	B	M	B	F	L
T	A	A	B	L	P	J	R	V	F	I	A
F	I	S	H	B	A	C	O	N	I	L	R
B	S	G	M	S	T	E	A	K	P	I	W
S	E	M	C	A	T	I	S	T	E	W	L
O	C	H	I	L	I	B	T	R	Q	B	T
L	B	H	A	M	O	A	C	O	J	F	I
W	H	A	I	O	M	C	G	U	K	O	L
M	W	S	R	N	I	U	I	T	H	I	I

WORDS TO LOCATE:

broil
salmon
ham
chili
trout
stew

steak
bacon
fish
braise
pork
oysters
roast

Quantity Cookery - Eggs

KEY IDEAS: Eggs are not only an integral part of breakfast menus but are associated with luncheon and dinner entrees as well.

Quality of cooked eggs is influenced by the cooking temperature and length of cooking time used.

WORDS TO KNOW:
eggs
white
yolk
dehydrated
dried
tough
scrambled
omelet
poached

Behavioral Objectives	Learning and Evaluation Experiences
Cite the uses of eggs in meal preparation (C-K)	View a flip chart or a series of transparancies which describe the many uses of eggs in food preparation. Examples: as a separate dish served at breakfast, luunch or dinner, in desserts and baked products, in sauces and dressings, as part of salads, or as a coating agent for baked or fried foods.
	Collect pictures of eggs used in meal preparation and place them on the bulletin board.
Identify the basic forms of eggs used in commercial food preparation (C-K)	Observe a display of fresh, frozen (whole eggs, whites, and yolks), and dried or dehydrated eggs as the teacher gives uses for each variety. Examples: Fresh eggs are used in preparation of all types of baked products, and reconstituted eggs are used for scrambled eggs or in omelets.
	Interview the school cafeteria managers to learn the types of eggs used in their food preparation. Report your findings to the class.
	Study a flip chart which lists procedures for reconstituting dried eggs and equivalents for the reconstituted eggs.

Behavioral Objectives	Learning and Evaluation Experiences
	Watch a demonstration showing use of dehydrated eggs in the dried state and the proper method for reconstituting the dehydrated eggs. Watch as the proper method for cracking fresh eggs for use in cooking is demonstrated.
Explain the procedures for using the various forms of eggs (C-C)	Divide into three groups. Each group will explain the steps in using one particular form of eggs. The fresh egg group will explain why a particular way of cracking eggs is considered better and why fresh eggs must be broken separately into a dish. The frozen and dehydrated egg groups will explain why frozen and dehydrated eggs should be reconstituted only 25 portions at a time and why a quantity of dried eggs is mixed with a small quantity of water to make a paste before adding remaining water.
Apply procedures for using eggs in various forms (C-Ap)	Prepare a recipe which calls for a large quantity of fresh eggs, such as a chiffon cake, quantity brownies, and freezer ice cream. Have your lab partner rate you on your technique for cracking and opening eggs.
	Prepare a quantity recipe for jelly roll using reconstituted eggs. Have your teacher check your measurement.
	Use frozen eggs in preparing sheet cakes for dessert in regular luncheon service for teachers.
Follow correct procedures in using various forms of eggs (P-M)	Reconstitute the amount of dried eggs necessary for the production of baked products in the lab. Store in the refrigerator until the cook is ready for them.

Behavioral Objectives	Learning and Evaluation Experiences
Identify popular egg dishes produced in food service (C-K)	View a bulletin board which pictures the following egg dishes: fried, scrambled, simmered or hard cooked, poached, and shirred eggs, and omelets. See how many names you can match with pictures. Discuss which egg dishes are most popular in your section of the country. Listen as your teacher role plays a waitress turning in breakfast orders. See how many varieties of eggs you can identify. Examples: shipwreck and ham; two sunny side up; "easy over" with sausage; two "over hard" with bacon.
List the steps in preparing popular egg dishes (C-K)	View a filmstrip or film on egg preparation. Note the following: the importance of heat control in cooking all varieties of egg dishes; inability to hold many of the egg dishes for a period of time; and the texture and appearance of egg dishes. Study handouts or a flip chart on specific steps for preparing each egg dish. Pay particular attention to the equipment needed and cooking temperatures. Watch as a chef from a local restaurant gives a step-by-step demonstration on how to prepare basic egg dishes.
Describe the steps in preparing basic egg dishes (C-C)	Work with a partner to explain to the class the steps to follow in preparing one egg dish. Bring out the information which follows. Fried eggs: type of oil used; description of an egg skillet; method for putting egg into skillet; methods for busting eggs; and results of too much or too little fat.

Behavioral Objectives	Learning and Evaluation Experiences
	Scrambled eggs: use of different equipment such as steam-jacketed kettle, double boiler, steamer or skillet; utensil used for beating the eggs; reason for adding milk; use of wooden spoon when stirring; texture and appearance of eggs when done; results of cooking at too high a temperature or for too long. Simmered or hard-cooked eggs: results of boiling eggs; use of wire basket if steam jacketed kettle is used; boiling-water and cold-water techniques for starting the eggs; necessity for cooling the eggs immediately; method for easy peeling; method for storing. Poached eggs: the use of salt and vinegar in the cooking water; water temperature; method for placing egg in the water; method for removing the egg and draining; techniques for preparing in quantity and reheating. Shirred Eggs: the use of the special shirred-egg dish; method for finishing the eggs. Omelets: necessity for making to order; number of eggs used; techniques for tilting the skillet during the cooking process; method for removing omelet from the skillet.
Carry out proper techniques for preparing egg dishes (P-GR)	Prepare a fried egg in an egg skillet and one on the griddle. Compare the appearance of the eggs. Take part in an egg cookery lab on a rotation basis. Those in group one will begin with fried eggs; group two, scrambled eggs; three, poached; four, an omelet. Members of the group will rate their own product. Upon completion of one variety of egg cookery, proceed to the next.

Behavioral Objectives	Learning and Evaluation Experiences
Gain increased skill in preparation of egg dishes (P-M)	Prepare short order breakfasts for boys enrolled in a vocational program. Prepare a brunch or luncheon for off-duty teacher or members of the advisory council. Prepare such egg dishes as Eggs Benedict or omelets. Prepare deviled eggs to be served cafeteria style with salads. Prepare hard-cooked eggs for use in salads.

Quantity Cookery - Cheese

KEY IDEAS: Cheese is a very versatile product and contributes appealing flavor to all parts of the menu from appetizer to dessert.

The use of cheese in food service is promoted by the fact there is little if any waste to the product and cheese provides an economical substitute for meat dishes.

WORDS TO KNOW:

natural cheese
process cheese
cottage cheese
cream cheese
cheddar
parmesan
mozzarella
ricotta
provolone
Roquefort
Swiss cheese
souffle
fondue

Behavioral Objectives	Learning and Evaluation Experiences
Identify basic types of cheeses (C-K)	View a filmstrip or film on cheeses. Note the following: the differences in natural and process cheese; the differences in ripened and unripened cheese; the names of cheeses in each catagory. Take part in a cheese-tasting party. How many of the unlabeled cheese do you recognize? Notice the names of the cheeses as the teacher places a label by each dish. Listen as she explains how each variety is used.
Give examples of the uses of various cheeses (C-C)	Select a card which names a dish containing cheese. Name aloud a type of cheese which could be used in that dish. Do your classmates agree? If not, what cheese do they suggest? Examples: pizza, stuffed tomato, lasagna, macaroni and cheese, and banana-bread sandwiches.
Identify storage techniques for cheeses (C-K)	View a bulletin board which gives steps in proper storage of cheeses. Listen as the teacher explains the following: length of storage time for ripened and unripened cheeses; the need for tight wraps around some cheeses; colder temperatures necessary for unripened cheeses than for ripened; and effects of freezing on the flavor of cheese.

Behavioral Objectives	Learning and Evaluation Experiences
Identify proper techniques for cheese cookery (C-K)	Observe a demonstration on cheese cookery by a National Dairy Council representative. Note the following. What is the purpose of grating cheese before adding it to other foods? What temperature is used in cheese cookery?
Illustrate proper techniques for cheese cookery (C-C)	Set up a demonstration to show the effects of high temperature on cheeses. Prepare a toasted cheese sandwich under high heat; medium-low heat. Compare the quality of the products.
Follow proper techniques for cheese cookery (P-GR)	Prepare and serve a cheese fondue or hot cheese balls as refreshments for a HERO-FHA chapter meeting or an advisory council meeting.
	Prepare a cheese-cake dessert to be served at a regular faculty meal. Or cater cheese-cake and coffee refreshments for a principal's meeting or faculty meeting.
	Prepare some of the following dishes to be served at regularly scheduled luncheons: cheese biscuits, cheese sauce with vegetables, pizza, lasagna, and grilled cheese sandwiches.

Quantity Cookery - Spicing And Flavoring

KEY IDEAS: Spices, herbs and seasonings are used to improve or enhance the flavor of foods.

The ability to properly use spices in quantitv cooking is important in food service work.

Following proper storage methods for spices and herbs reduces deterioration of the aromatic oils and contributes to better flavored foods.

WORDS TO KNOW:

- flavoring
- seasoning
- vinegar
- oil
- salt
- oxidation

Spices
- allspice
- anise
- caper
- caraway seed
- cardamon
- cayenne
- celery seed
- chili powder
- cinnamon
- clove
- coriander
- cumin seed
- dill seed
- ginger
- horseradish
- mace
- nutmeg
- paprika
- pepper
- pepper corn
- poppy seed
- sesame seed
- mustard
- turmeric

Herbs
- basil
- bay leaf
- marjoram
- mint
- oregano
- rosemary
- sage
- savory
- saffron
- tarragon
- thyme

Extracts
- almond
- lemon
- vanilla
- orange

Behavioral Objectives	Learning and Evaluation Experiences
Identify spices, herbs, and extracts that are used in flavoring food (C-K)	View pictures on a flip chart to learn the identity of spices, herbs, and extracts. Repeat the name of the seasoning as the teacher points it out on a transparency. Visit a supermarket to identify spices, herbs and extracts that are available. Name four of the seasonings you have seen. Participate in a tasting lab on spices, herbs and extracts. Examine bottles, jars, and boxes of these items. Identify the seasonings by the shape of leaves, by fragrance, or by taste.

Behavioral Objectives	Learning and Evaluation Experiences
State the cooking techniques for using spices, herbs, and extracts in flavoring foods (C-K)	Watch a demonstration to learn the cooking techniques for using spices, herbs, and extracts in flavoring foods. Note techniques for using spices, herbs, and extracts. Name three techniques for using spices, herbs, and extracts in flavoring foods. Why is it important not to overseason food? Why shouldn't all of the spice be added at once? Why would you rub a bowl with a clove of garlic? Why should you add spices to stews or chili the last 30 minutes to 1 hour of cooking?
Describe cooking techniques for using spices, herbs, and extracts in flavoring foods (C-C)	Select a card and explain the cooking technique for using the spice, herb or extract listed on the card.
	Explain why 1/2 teaspoon dried-leaf herbs should be substituted for 2 teaspoons of minced fresh herbs. Why should dried herbs be added to the moisture in a recipe? Why should whole pods or leaves be placed in a cheese cloth or metal perforated ball when used for seasoning food? Why should you crush herbs liky thyme, bayleaf, oregano and rosemary with your hand before adding it to food.
Attempt to use spices herbs and extracts in preparing foods (P-GR)	Prepare an assigned recipe which uses spices, herbs or extracts. Check the amount and use of an herb or extract with a partner.
State the correct care and storage of spices, herbs, and extracts (C-K)	Watch a demonstration on the care and storage of spices, herbs, and extracts. Why should the aromatic oils in spices be protected from oxidation in the air? How should spices be stored once they are opened?
	Tour the ingredient room and note the storage of spices, herbs, and extracts.
Display a desire to follow the correct methods for the care, storage, and use of spices, herbs, and extracts in food prepration (A-V)	Follow the correct method for using and storing spices, herbs, and extracts without being reminded.

Behavioral Objectives	Learning and Evaluation Experiences
	Do not overseason or underseason when preparing food.
	Keep opened packages of seasonings in covered jars.

Quantity Cookery - Garnishes and Appetizers

KEY IDEAS: The actual purchase of a particular food item is many times influenced by the artful arrangement of a garnish on the dish.

Small, extra expenditures on foods to be used as garnishes may result in increased sales.

Appetizers contribute to appetite stimulation if pleasing and attractive food combinations are used.

WORDS TO KNOW:
curls
sprigs
wedges
toasted whole
toasted halved
sprinkle
sliced
roses
parsley
pickles
olives
nut meats
hors d'oeuvres
canapes
parisiene spoons

Behavioral Objectives	Learning and Evaluation Experiences
Define the term garnish as used in food service (C-K)	View a bulletin board display of a variety of ungarnished dishes. Add cut outs of certain decorative pieces of foods to the pictures as you are instructed to do so. Discuss the difference in the appearance of the foods. Listen as the teacher defines the term "garnish." Note the following. What is the main purpose of garnishes? Are there additional purposes? If so, what? What basic techniques should be followed in choosing the garnish and in decorating the food with a garnish? Is it necessary to garnish all foods? If not, on which foods would garnishes be unnecessary?
	Interview the school-cafeteria manager to learn whether the foods served in the cafeteria are garnished. Does the manager feel garnishes are worth the added expense? If so, why?
Identify types of garnishes commonly used in food service (C-K)	Study charts in food-service manuals on types of garnishes that are used and the foods on which specific ones might be used.
	View pictures of garnished foods and identify aloud the type of garnish used.

Behavioral Objectives	Learning and Evaluation Experiences
	View a labeled display of packaged food items that are used as garnishes. Check the back of the cardboard label for the price. Group the items according to their cost.
	Take a study tour to a cafeteria or a catering service. Brainstorm upon your return to list garnishes used by that facility.
Give examples of garnishes commonly used on particular dishes (C-C)	Select two or three garnishes from a list. Find a picture of a food with which each garnish could be used. Show your examples to classmates. Do they agree on your selections? If not, why?
Identify techniques in garnishing foods (C-K)	Watch a demonstration by a commercial food caterer on the use of garnishes. Note the following: the emphasis on cleanliness when decorating foods; refrigeration of some foods right up until time for decorating and immediate refrigeration afterwards; and the need for speed when garnishing foods.
	View a display of equipment and a demonstration techniques to use in garnishing foods. Examples: technique for cutting parsley; slicing eggs; arranging sections of olives; and preparing radish roses.
Describe techniques used in garnishing foods (C-C)	Choose one garnishing technique to describe to the class. Identify the equipment needed, the method for using it, and the manner in which that particular garnish would be placed on the food.
Experiment in using the proper techniques for garnishing foods (P-GR)	Choose from a list one garnish to use on a particular dish prepared in lab. Examples: asparagus bundles, twisted cucumber slices, radish roses, and other varieties of sliced radishes and olives.

Behavioral Objectives	Learning and Evaluation Experiences
	Practice garnishing meats which will be served in the following ways: sliced and on the plate banquet style, buffet style, and short order.
	Garnish in an attractive manner soups which have been prepared in lab. Compare garnished and ungarnished bowls of soup.
	Practice toasting nuts to desired doneness to be used as a garnish.
Gain speed in garnishing foods (P-M)	Garnish appetizers which are made to order for a club or social gathering. (See appetizers on p. 311.)
Identify types of appetizers (C-K)	Examine and taste appetizers that have been prepared, boxed, and frozen commercially. List aloud the variety of ingredients used: canape bases, vegetables, fruits, and cheeses.
	View pictures of a variety of appetizers that have been grouped and labeled according to type: hors d'oeuvres, or canapes. Listen as the instructor explains the purposes of appetizers, when and how they are served, and the basic types of appetizers.
State techniques for efficient production of appetizers (C-K)	Take part in a tasting party prepared by a home service advisor. Class members will attempt to identify the types of appetizers as it is prepared. Note methods for making spreads, garnishings, and arranging the plates attractively. List aloud the methods to follow in preparing appetizers.
	View samples or pictures of special equipment such as Parisienne spoons, special knives, and sets of cutters used in preparing and decorating appetizers.

Behavioral Objectives	Learning and Evaluation Experiences
Describe techniques for efficient production of appetizers (C-C)	Select one recipe from a number provided by the teacher. Read the recipe to the class and explain what ingredients and equipment are needed. Describe the methods to be used.
Prepare appetizers using correct techniques (C-Ap)	Prepare appetizers for a department open house. Divide the class into teams of two. Each team will be given a recipe for hors d'oeuvres and a recipe for canapes. Two students will be assigned to refill trays and beverage containers each hour of the day as teachers attend the open house during their off period. If the open house lasts for several hours, choose hors d'oeuvres and canapes that refrigerate well and will not become limp or soggy.
Gain skill in quantity appetizer production (P-M)	Take orders from teachers and office personnel to provide appetizers for club or organization meetings. Arrange to provide appetizers for a PTA meeting at which slides and information are given on the CVAE program.

Portioning Techniques

KEY IDEAS: Portion control aids in cost control and contributes to customer satisfaction.

Portion sizes are determined by the type of food service establishment, the menu, the prices, and the kinds of customers to be served.

Standard portions ensure uniform servings.

Careless portioning increases food costs and may result in customer unhappiness.

Accuracy is essential to portion control.

Careful selection and use of equipment contribute to accuracy in portioning foods.

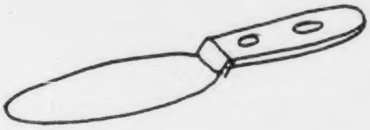
WORDS TO KNOW:
- scoopful
- portion scale
- scoops
- skimmer
- spatula
- level
- pie marker
- dippers
- butter cutter
- standard
- spoons
- tongs
- plastic gloves

Behavioral Objectives	Learning and Evaluation Experiences
Define portion control (C-K)	Visit the school cafeteria to observe ways various foods are divided into individual servings. How would customers react to servings of different sizes which are the same price? What is portion control?
List tools used to portion various foods (C-K)	Observe a display of tools used in portioning various foods. List tools used in portioning. Name the portioning tools shown on a transparency. (See p. 315.)
Cite procedures for portioning various foods (C-K)	Watch slides on portioning various foods. Note procedures used for each food. Watch demonstrations on portioning techniques. Where may the food service employee find portioning instructions? What foods may be preportioned? Name the steps in portioning specific foods? What tools are used for each? Where is portioning done?

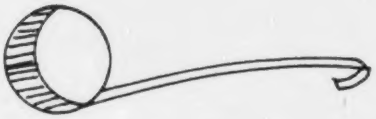
Behavioral Objectives	Learning and Evaluation Experiences
	Study the portioning instructions on recipes. Could you portion the food from the instructions given? If not, ask questions to clarify points you do not understand. Are diagrams included to show how the food should be placed on the plate?
Describe procedures for portioning specific foods (C-C)	Draw a card naming a specific food to be portioned. Select the tools needed for portioning that food. Describe procedures for portioning the food to the class.
	Make a chart listing portioning tools, the size of the tools, the amount held, the weight, and the suggested uses for portioning foods. Example: No. 20 scoop, 3 tbsp., 1 3/4-2 oz., sandwich filling, sauces. Post the chart in the food service lab for reference.
	Make a display of preportioned foods. Include such items as individual packets of ketsup, jelly, salt, sugar, mustard, salad dressing, bread, cereal, milk, and crackers. Add pictures of foods which may be portioned during preparation such as custard, jello, muffins, and cupcakes.
Solve food-portioning problems (C-Ap)	Discover the number of portions which can be obtained in specific situations. Examples: How many 3 oz. servings can be obtained from a 10 lb. turkey roll? How many 2 1/2 oz. servings can be obtained from a 10 lb. 12 oz. hunter ham? How many 4 oz. servings can be obtained from an 8 lb. - 10 lb. roast or beef? How many 1 cup servings can be obtained from 4 gal. of soup? How many sandwiches containing 3 T. of filling each can be made from 2 quarts of sandwich filling? How many 1/3 cup servings can be obtained from 1 gal. of pudding? If 200 persons are to be served 20 pies, into how many pieces should each pie be cut?

Behavioral Objectives	Learning and Evaluation Experiences
Practice portioning various foods (P-GR)	Practice portioning various foods using a rotation chart. Be sure to gather all tools and dishes before beginning. Use a spatula to mark pieces of cake before cutting. (If an error is made, smooth the icing and mark again.) Use a pie marker to mark pie or cut pie in half, then cut each half in five pieces. Portion condiments such as sugar, salt, pepper, jelly, mustard, and catsup. Portion butter using the butter cutter. Portion other foods as needed.
Measure portions quickly and accurately (P-M)	Portion foods according to instructions on recipe or from teacher as needed when preparing and serving food.
Determine effects of careless portioning (C-An)	Brainstorm to determine effects of careless portioning. What may be the effect if fewer servings are obtained than planned? What may be the effect if the size of servings vary noticeably? How can inaccurate measurement in food preparation affect the number of portions obtained?
Choose portioning techniques which ensure equal servings to all customers (A-V)	Make a conscious effort to portion foods into servings equal in size. Follow portioning instructions carefully. Do not make exceptions in portion size for customers. Explain tactfully that this is the size serving to be served all customers and that there will not be enough food if larger servings are given.

PORTIONING TOOLS



Pie Knife or Server



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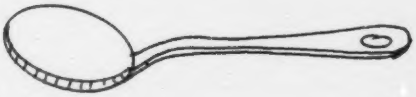
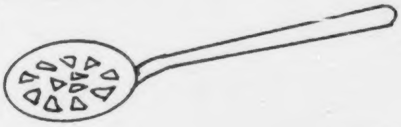
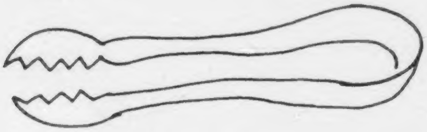


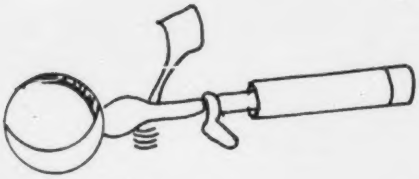
Serving Spoon



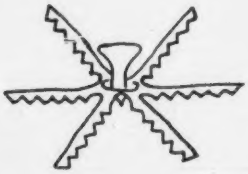
Pierced Spoon



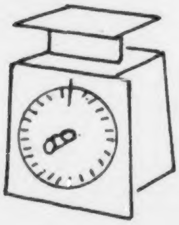
Pom Tongs



Dipper



Pie Marker



Scale

Convenience Foods

KEY IDEAS: Convenience foods are any food items that have been partially prepared before they arrive at the commercial food facility.

The ability to identify convenience foods is necessary for efficiency in food service.

Following directions in preparation is essential to ensure quality meals from convenience foods.

WORDS TO KNOW:

- convenience foods
- prepackaged foods
- preportioned foods
- concentrated
- freeze dried
- dehydrated
- mixes
- canned foods
- frozen foods
- microwave oven

Behavioral Objectives	Learning and Evaluation Experiences
Define convenience foods (C-K)	Listen to an illustrated lecture to learn the meaning of convenience foods. What is the difference in a convenience food and food prepared by a conventional method? In your own words, define a convenience food.
Identify items that are convenience foods (C-K)	Study flashcards to learn the identity of convenience foods.
	Make a bulletin board using the labels and pictures of convenience foods. Place the bulletin board in the foods lab for student reference.
	Select picture cards illustrating convenience foods from the picture cards of food items.
	Take a field trip to a restaurant or food-service establishment which relies mostly on convenience foods. Name four convenience foods you saw used.
Describe convenience foods (C-C)	Look at a display of convenience foods. Explain why each item is considered a convenience food.

Behavioral Objectives	Learning and Evaluation Experiences
Identify procedures for preparation of convenience foods (C-K)	Watch a demonstration to learn the different procedures for preparation of convenience foods. What is meant by concentrated foods? Freeze dried foods? Dehydrated foods? Frozen foods? Mixes? Name one food which has been produced by each of the processes. What is the difference in prepackaged foods and preportioned foods?
	View a demonstration of a microwave oven showing the preparation of several different types of convenience foods. (If there is not a microwave oven in the school or a nearby restaurant or institution, a representative from a major sales company could bring a microwave oven and demonstrate it to the class.) List the advantages of using a microwave oven with convenience foods.
	Match up cards of food items with cards stating the method of prepraration.
	State the processed forms of a convenience food as the teacher reads the name of a food item. (Example: potatoes. frozen, canned, or dehydrated.)
	Go on a field trip to a supermarket to view the various types of convenience foods and their methods of preparation. List three processes used in producing convenience foods.
Depict a procedure for the preparation of convenience foods (C-C)	Make a poster to show a process used in preparing convenience foods. (Example: frozen process would be illustrated with pictures of food items in the frozen form such as waffles, T.V. dinners, vegetables, etc.) Explain the poster to the class.
State the advantages and the disadvantages of convenience foods (C-K)	Listen to an illustrated lecture to learn the advantages and the disadvantages of using convenience foods. In your own words, explain the advantages and disadvantages of convenience foods.

Behavioral Objectives	Learning and Evaluation Experiences
	Write down the correct term--An A for advantage or a D for disadvantage--as the teacher reads a statement about convenience foods. One point will be given for each correct answer.
Explain the reasons for using convenience foods (C-C)	View a chart as the teacher explains the reasons for using convenience foods. In your own words, give three reasons for using convenience foods.
	Select from a box the name of a convenience food. Give two reasons a food-service establishment might use the convenience food.
	Watch a demonstration on preparing potatoes for french fries in the traditional method compared with using frozen french fries. Note the difference in preparation time. Explain the advantages and the disadvantages of the convenience potatoes. Why is it important to follow directions carefully in preparing convenience foods?
Discover the difference in time in preparing convenience foods with preparing foods by traditional methods (C-Ap)	Draw an assignment card and prepare the food item on the card. Keep a record of preparation time. (Half of the students will prepare convenience food items; the other half will prepare the same food item using the traditional method. Assignments might include cakes, frostings, pie crust, and pie filling using dried or canned sliced apple.) Discuss the difference in time used in preparation of the food items. Which method saves the most time? Why is it important to follow the directions in preparing the food?
Identify the basic mix as a convenience food (C-K)	Watch a demonstration to learn the identity of a basic mix as a convenience food. Explain why a basic mix can be considered a convenience food.

Behavioral Objectives	Learning and Evaluation Experiences
Utilize the basic mix as a convenience food (C-Ap)	Draw an assignment card. Prepare the assignment using the basic mix prepared by the teacher. Display finished product for class to view. (Assignments might include small cakes, rolls, cookies biscuits, and muffins made from the basic mix.)
State the types of regional, foreign, and ethnic convenience foods available (C-K)	Watch an illustrated lecture to learn the regional, foreign, and ethnic convenience foods that are available. Name four of the convenience foods.
	Take a field trip to a supermarket or wholesale supplier to view the various types of regional, foreign, and ethnic convenience foods that are available. Name four of the foods and the country in which each originate.
	Take a field trip to a restaurant that relies heavily on ethnic convenience foods. Name three convenience foods that are used.
	Give an example of a convenience food as the teacher calls out the name of a country, region, or group.
	Make a poster illustrating convenience foods available from a specific country. Display the poster in the foods lab.
Attempt to prepare regional, foreign, and ethnic convenience foods (P-GR)	Work in teams of two. Draw an assignment card and prepare the assigned convenience food. (Assignments might include, enchiladas, tamales, minestrone soup, pizza, egg rolls, and Quiche Lorraine.) Display prepared products for class to view.
Experiment by using the various forms of regional, foreign, and ethnic convenience foods that are available (P-GR)	Divide into groups of four. Prepare one form of a convenience food (Assigned forms of tamales may be canned, frozen and traditionally prepared.) Display the completed product for the class to view.

Behavioral Objectives	Learning and Evaluation Experiences
Prepare an assigned food product using convenience foods (C-Ap)	Sign your name by one of the assigned tasks on the chalkboard. Select the convenience food needed for the assigned task and prepare according to directions. Assignments might include preparing breakfast items using convenience foods. Items may include orange juice (frozen concentrate), hot chocolate (powder mix), scrambled eggs (dried), pancakes (mix), waffles (frozen), and patty sausages or bacon (pre-cooked and frozen). Display the finished product for the class to view. Explain the type of convenience food used. Explain the advantages of using the convenience food.
Perform specific tasks in food service utilizing convenience foods (P-M)	Draw an assignment card of a food item to be prepared. Select the correct convenience-food product and follow directions to prepare the food item. Prepare and serve a meal consisting entirely of convenience foods. Use convenience foods as assigned in the food service lab.
Display a desire to identify and correctly use convenience foods in food service (A-V)	Follow directions carefully when preparing convenience foods. Identify the correct form of a convenience food as it is needed in the food-service lab.

CONCEPT: Customer Service Techniques

JUSTIFICATION:

Because the dining area and service personnel are often the only aspects of the establishment with which the customer has direct contact, quality service is essential in customer satisfaction. Service begins with preparation of the table before the customers arrives. Although table service may vary from establishment to establishemnt, neat, attractive, and uniform covers contribute a pleasing appearance to the dining area.

Ability to meet the public in an appropriate manner also contributes to cusomter satisfaction. Service personnel should cultivate personal characteristics which enable them to work effectively with the public. Ability to handle difficult sitations which may occur in any food service establishment is another important aspect of cutomer relations.

Food service personnel must be able to serve customers quickly, efficiently, and with a minimum of disturbance. Service routines may vary from place to place, but knowledge of general serving procedures may be adapted to the employer's requirements. Knowledge of menu and food terms and of procedures for taking orders, passing orders to the kitchen, and picking up orders are essential. Although details may vary, knowledge of general procedures for serving food contribute greatly to employability in any situation.

An important, but sometimes neglected, aspect of food service is bussing. Efficient bussing is necessary for smooth operation and contributes to the appearance of the dining area. Efficient bussing is an essential ingredient in customer satisfaction.

Skill and efficiency in handling money take practice, but make an important contribution to the customer's final impression of the establishment. A person handling money should carefully protect his honesty and integrity by observing correct procedures for verifying cash on hand, for setting up a change bank, and for proving cash. A standard procedure for accepting payment from customers prevents mistakes and aids in answering any questions or complaints from the customers.

OVERALL OBJECTIVES:

Utilize appropriate customer service techniques (C-Ap)

Choose customer service techniques which contribute to customer satisfaction (A-V)

Perform customer service tasks quickly, efficiently, and quietly (P-M)

Preparing The Table

KEY IDEAS: Type of table service varies among restaurants.

The type of table service is dependent upon the occasion, the menu, and the number of guests to be served.

Correct placement of table appointments is essential for good service.

Correct table service contributes to customer satisfaction.

WORDS TO KNOW:
menu
table service
table appointments
setup
cover
edge of cloth
set line
Russian Service
American Service
French Service
finger bowl
hors d'oeuvre plate
cafeteria
buffet

Behavioral Objectives	Learning and Evaluation Experiences
Identify the table appointments that make up a cover (C-K)	View transparencies to identify the table appointments that make up a cover. Define cover. (See pp. 328-330.) Name items placed at each cover. Why should each cover look the same for one meal?
Explain the correct placement of dishes, glassware, and flatware for a cover (C-K)	Watch a demonstration to learn the correct placement for dishes, glassware, and flatware at each cover. How far from the edge of the table should the dinner plate and flatware be placed? Where should the knife be placed? In which direction should the sharp edge of the knife be placed? Where should the teaspoon be placed? Where should the fork be placed? In what direction should the tines of the fork turn? Where should the napkin be placed? Where should the open corner of the napkin be placed? Where do you put the water glass? How much space should the handle of the cup turn? Explain the correct placement for dishes, glassware, and flatware for a cover.

Behavioral Objectives	Learning and Evaluation Experiences
Attempt to use the correct placement for dishes, glassware, and flatware for a cover (P-GR)	Demonstrate the correct placement for dishes, glassware, and flatware for a cover. Rotate so that each class member can prepare a cover. Let teacher and classmates suggest ways to improve.
Identify types of service used in restaurants and dining rooms (C-K)	View transparencies to learn to identify the types of service used in restaurants and dining rooms. (See p. 331.) Name the types of services used. Which service is identified as plate service? Which service uses a cart for serving food?
	Visit restaurants to observe various types of service. Observe American, French, Russian, cafeteria, and buffet service. Note the differences in the same type of table service among various restaurants. Why does each restaurant have its own standard pattern for service? How does a restaurant decide what type of service to use?
	View slides of types of service used by restaurants. What differences can you see in placement of table appointments in various restaurants?
Describe American service (C-C)	Explain American service. When would this type of service be used? What are the advantages of American service? the disadvantages? Why is American Service defined as plate service? What is the general rule of American style serving? Which side does the waiter serve solids from? Serve beverages? Remove soiled dishes?
Explain the correct table setup for American service (C-C)	Watch a demonstration to learn the correct table setup for American service. Give the name and purpose of each table appointment.
Attempt to set up the cover for American service (P-GR)	Demonstrate the correct placement of table appointments for a cover for American service.

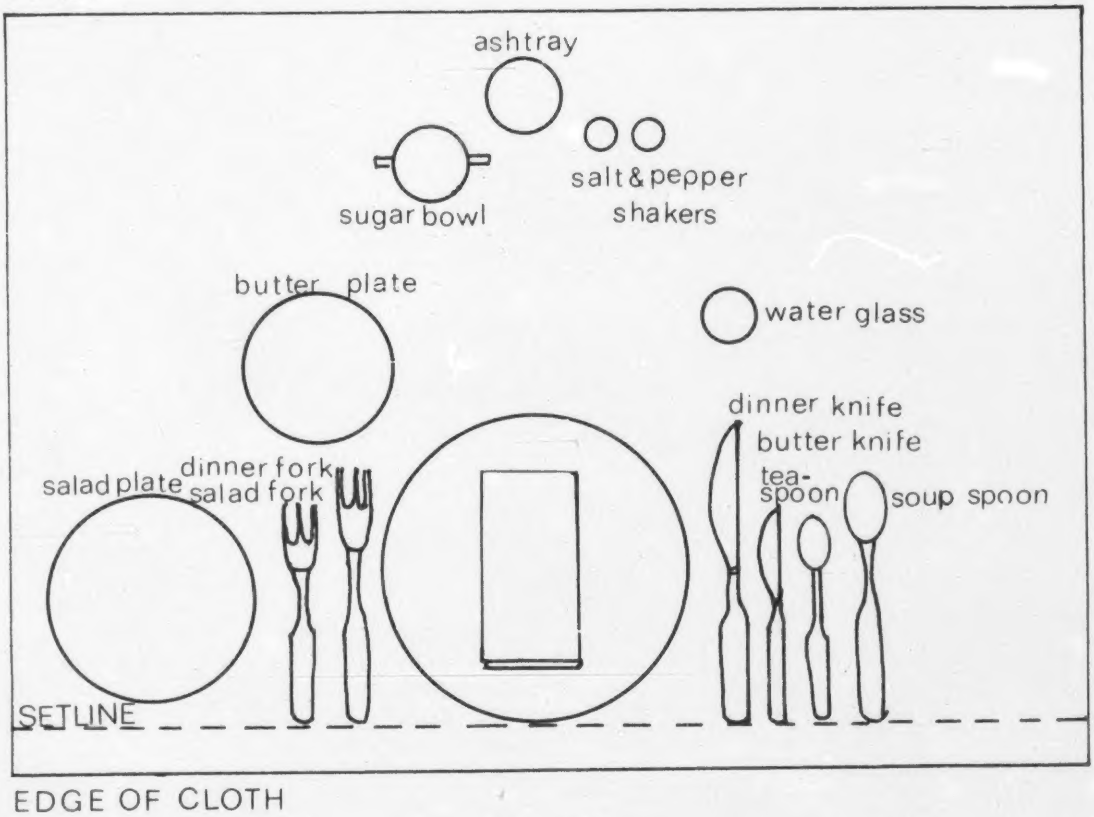
Behavioral Objectives	Learning and Evaluation Experiences
Describe French service (C-C)	Explain the French service. Why is French service called wagon service? How many waiters are involved in French service? How is food brought to the table? What are the advantages of French service? The disadvantages? What is the general rule of French service? Explain the use of a finger bowl. Which side of the guest does the waiter serve from? Where are the butter, bread, and salad plates placed? When is the table cleared?
Explain the correct table setup for French service (C-C)	Watch a demonstration to learn the correct table setup for French service. Give the name and purpose of each table appointment. Where is the hors d'oeuvre plate placed? Napkin? Dinner fork? Dinner knife? Soup spoon? Water glass? Wine glass? As coffee is not served during dinner, where is the coffee spoon placed?
Attempt to set up a cover for French service (P-GR)	Demonstrate the correct placement of table appointments for a cover for French service.
Describe Russian service (C-C)	Explain Russian service. What are the advantages of Russian service? the disadvantages? Why are empty plates set in front of the guests? How is food transferred from the sliver serving platter to the guest's plate? How does Russian service assure equal portions? Why does the waiter serve from the left? When are finger bowls served?
Explain the correct table setup for Russian service (C-C)	Watch a demonstration to learn the correct table setup for Russian service. Give the name and purpose of each table appointment. Where are the following items placed: hors d'oeuvre plate, napkin, dinner fork, dinner knife, soup spoon, water glass, wine glass, and coffee spoon?

Behavioral Objectives	Learning and Evaluation Experiences
Attempt to set up a cover for Russian service (P-GR)	Demonstrate the correct placement of table appointments for a cover for Russian service.
Describe buffet service (C-C)	Explain buffet service. How are food, dishes, and silverware served? How is the guest served? What are the advantages of buffet service? The disadvantages?
Explain the correct table setup for buffet service (P-GR)	Watch a demonstration to learn the correct table setup for buffet service. Name the location of food, beverage, dishes, and silverware.
Attempt to set up a buffet service (P-GR)	Demonstrate the correct arrangement of food, dishes, and silverware for buffet service.
Identify steps in preparing table setups (C-K)	Listen to a panel of restaurant managers or employees discuss preparation of the table for customer service. What guidelines are important in preparing a table for customers? Why is an orderly, clean well-arranged table important? What types of table service are used in the establishment where each panel member works?
	Look at several setups for trays for use in restaurants and in hospitals. How are trays used in each? Why should trays be neat, orderly, and attractive? What extra touches can make a tray more appealing?
Identify the relationship between menus, courses, and table service (C-K)	View table service accompanied by the menu for which it was prepared. How does table service differ with different menus? Name the courses which may be included in breakfast, lunch, and dinner.
Identify table appointments used for specific menus (C-K)	Visit restaurants or view slides to observe the table service for specific menus. Which table appointments are used only if a particular food item is included in the menu? Where are the following table appointments placed on the table: relishes, crackers, salads, soup, rolls, butter, appetizers, and appropriate condiments? Which table appointments are considered basic to most menus?

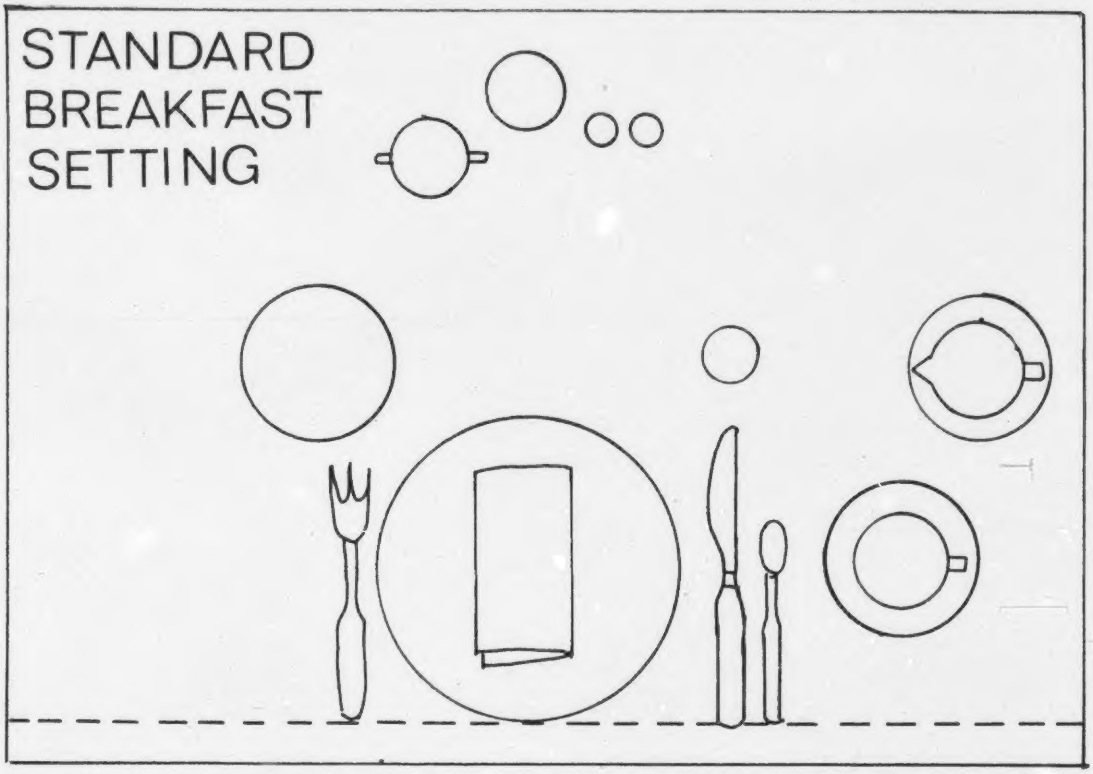
Behavioral Objectives	Learning and Evaluation Experiences
	View pictures or actual setups of various types of table service. Identify each type. Are the table appointments always in the same place for a specific type of table service? Why?
Illustrate various types of table service (C-C)	Work in small groups to illustrate a specific type of table service. Draw a slip of paper on which a type of table service is written. Use resources such as handouts, bulletin boards, or other available illustrations to set up the appropriate table service.
	Check table setups for other group members. Are all table appointments in their proper places? Are all necessary appointments included on the table? If not, what changes need to be made?
	Work with a list of food items and a display of numbered dishes, glassware and flatware. Place the number of piece(s) of tableware which would be included in the cover if serving a specific menu.
Practice setting up each type of table service (P-GR)	Carry out preparation of the table for a specific type of table service. Work in groups and prepare a table for the type of table service assigned the group.
Acquire skill in using each type of table service (P-M)	Prepare and serve meals using the different types of table service. Set up the tables for a specific menu using a specific type of table service.
Display a desire to use the correct placement of table appointments for courses and for service (A-V)	Match placement of table appointments to the appropriate service and course when preparing a table.
	Check to see if the table is set in a neat, orderly manner.

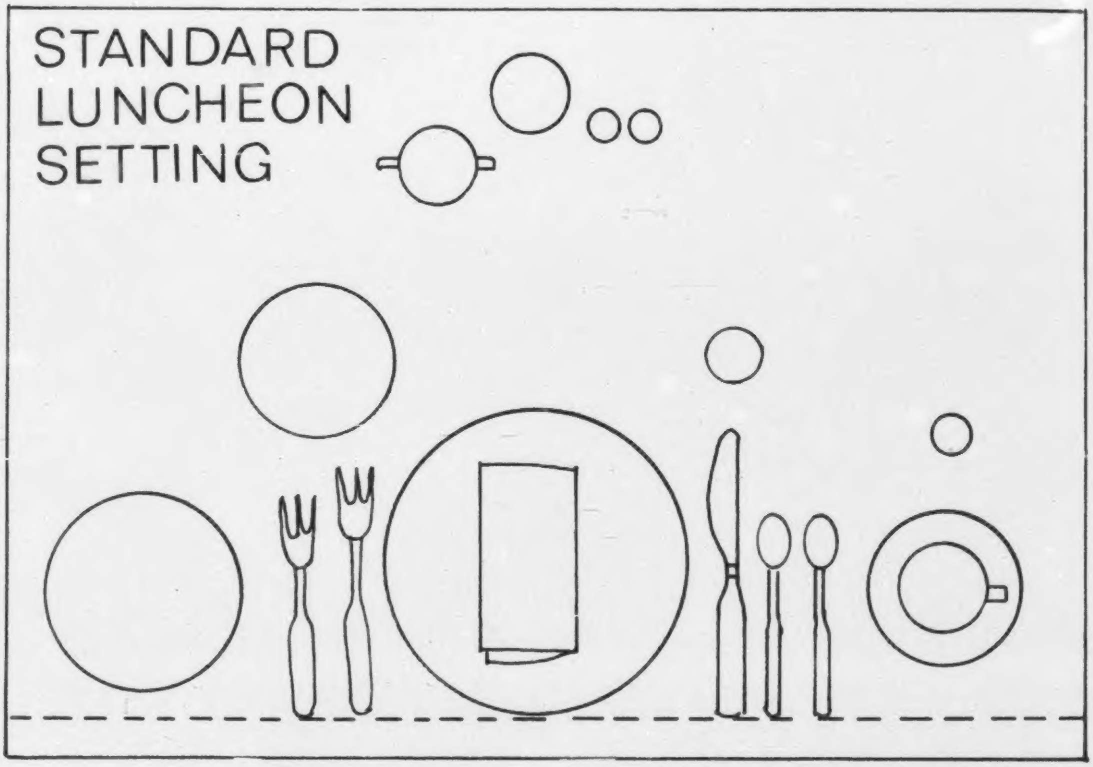
MAKING UP A COVER

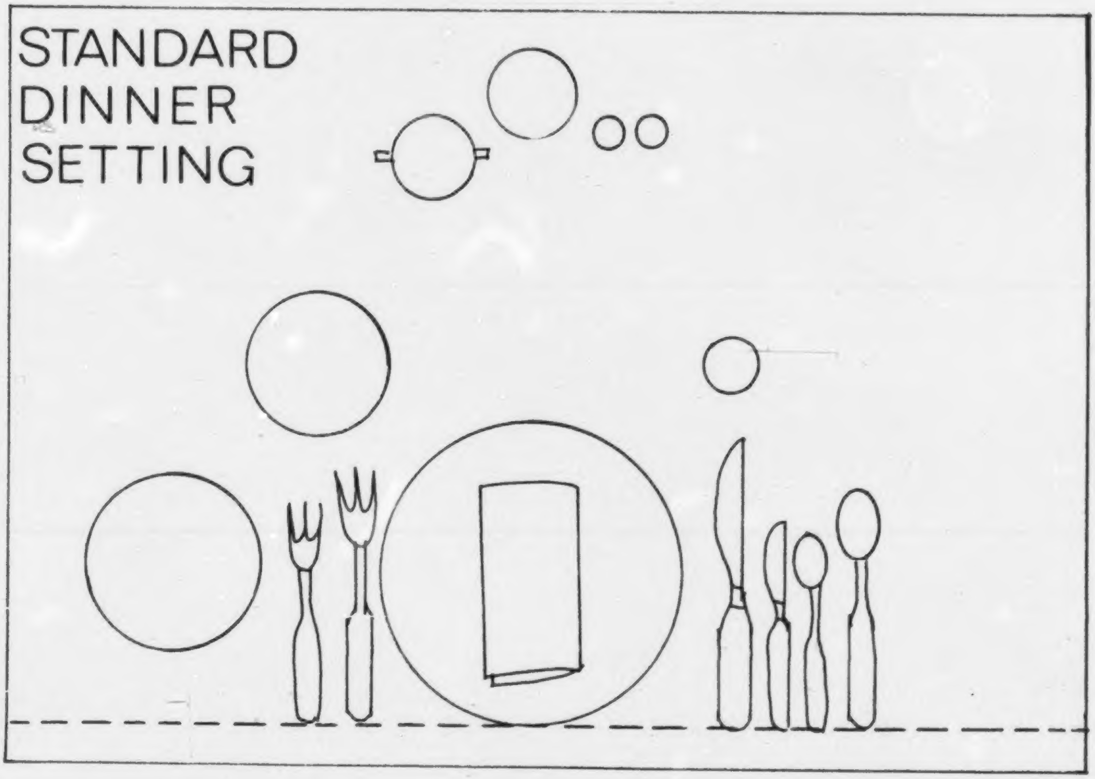
cover


ashtray
sugar bowl
salt & pepper shakers
butter plate
water glass
dinner knife
butter knife
tea-spoon
soup spoon
salad plate
dinner fork
salad fork
SETLINE
EDGE OF CLOTH

Standard Dinner Setting

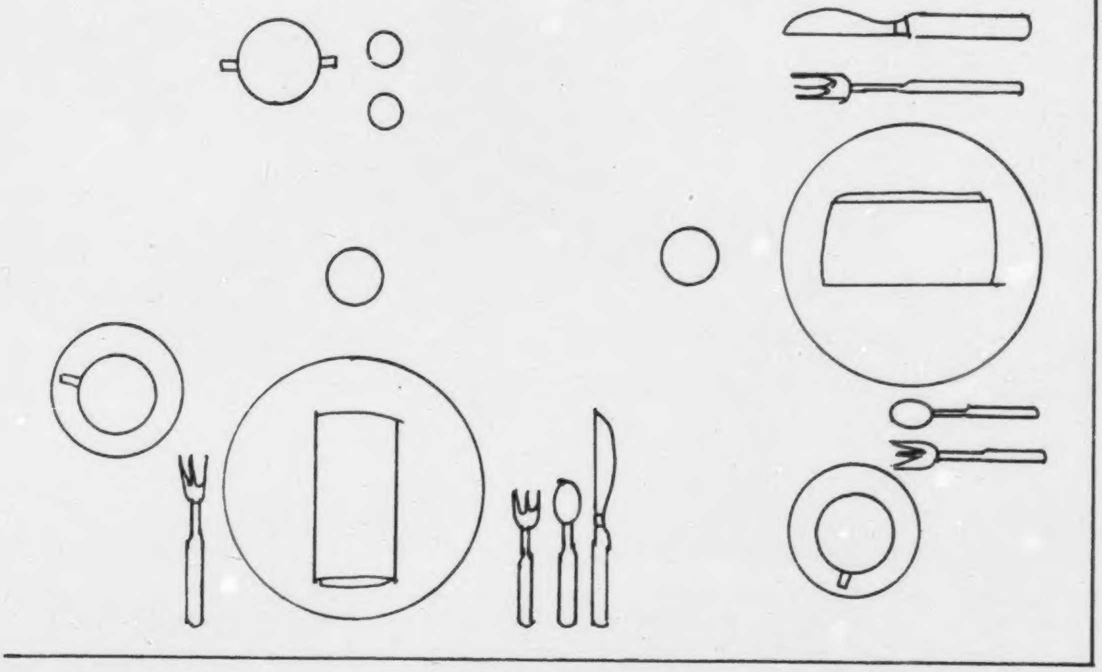

STANDARD BREAKFAST SETTING


STANDARD LUNCHEON SETTING



STANDARD DINNER SETTING

What is wrong with this table setting?



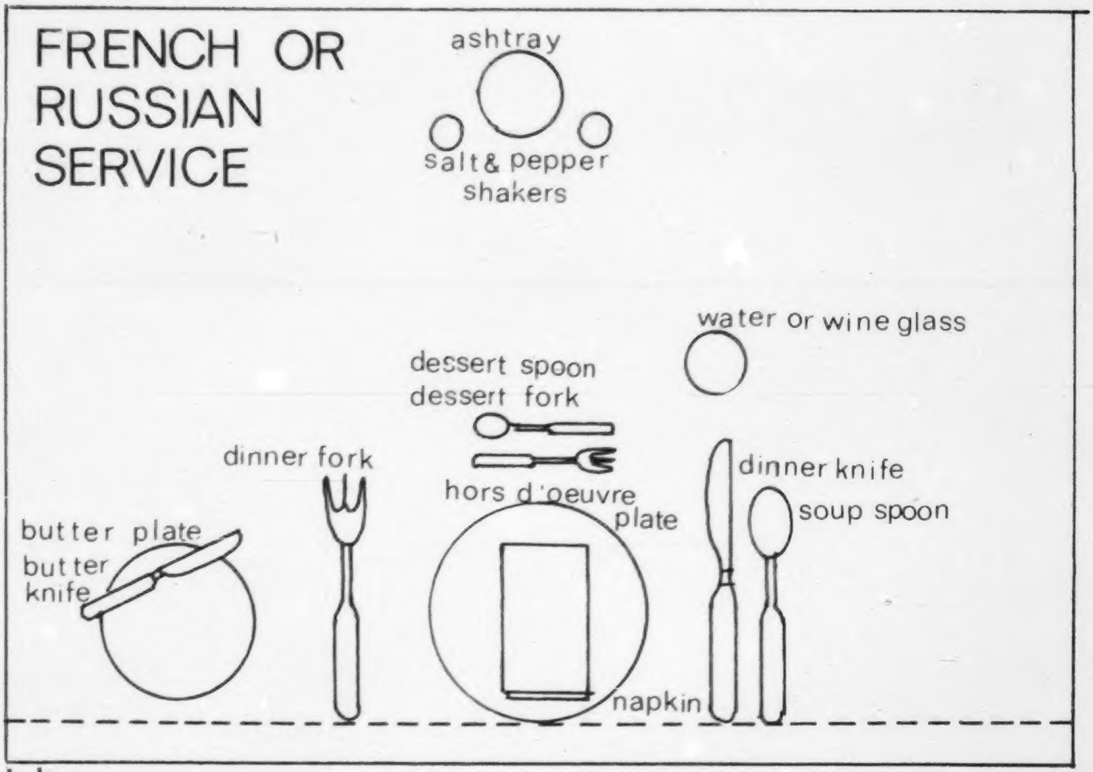
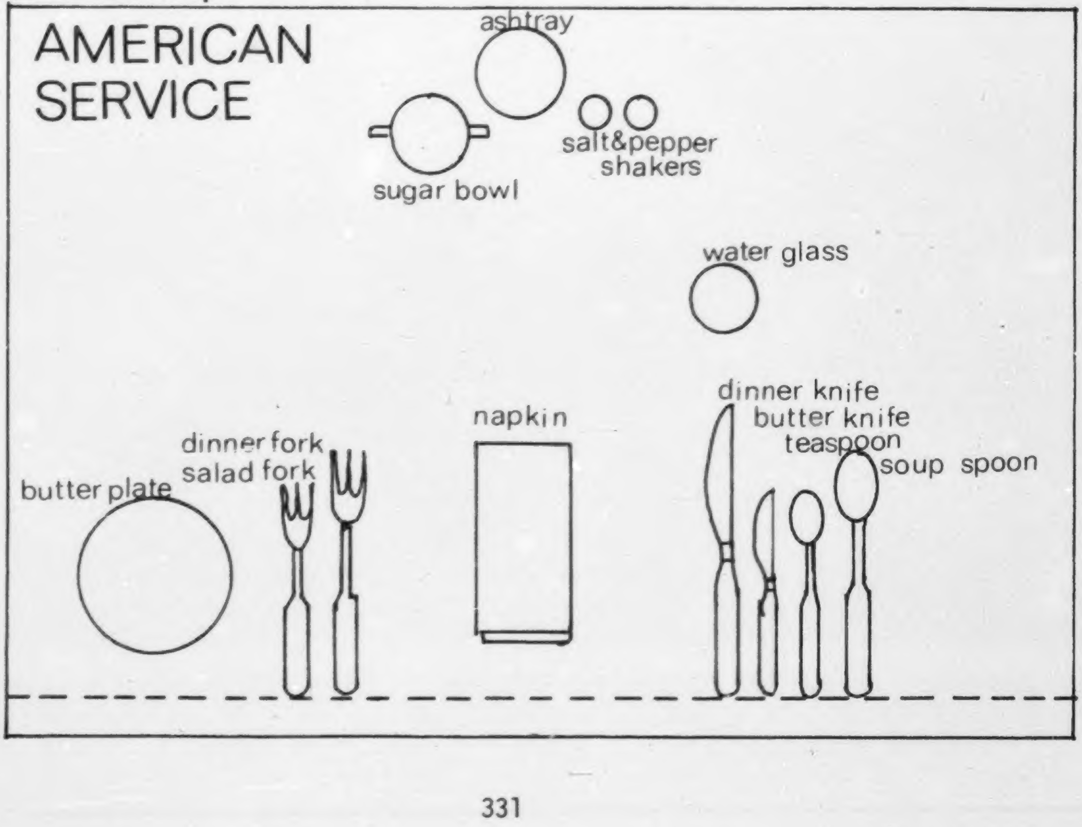

FRENCH OR RUSSIAN SERVICE
ashtray
salt & pepper shakers
water or wine glass
dessert spoon
dessert fork
dinner fork
dinner knife
hors d'oeuvre plate
soup spoon
butter plate
butter knife
napkin

Table setup


AMERICAN SERVICE
ashtray
sugar bowl
salt&pepper shakers
water glass
dinner knife
butter knife
teaspoon
soup spoon
napkin
dinner fork
salad fork
butter plate

Meeting The Public

KEY IDEAS: Certain employee characteristics contribute to success as a food-service employee.

Customer satisfaction is dependent upon employee attitudes.

The ability to handle difficult situations is necessary for food service employees.

WORDS TO KNOW:

cooperative
courteous
loyal
friendly
sincere
punctual
adaptability
patience
respectful
tactful
self-discipline
polite
dependability
enthusiastic
thoughtful
characteristics
customer

Behavioral Objectives	Learning and Evaluation Experiences
Identify employee characteristics which contribute to customer satisfaction (C-K)	View a filmstrip or transparencies which point out employee characteristics that are important for customer satisfaction. What characteristics are pointed out as being important for an employee? What little extras can contribute to customer satisfaction? Why is it important to get along with other employees? Find the employee characteristics listed at the bottom of the Customer Seeker game. (See p. 335.) Circle the words which you find in the game. Listen to a panel of restaurant managers or employers discuss employee characteristics which are desirable. 1. How should a customer be greeted? 2. What characteristics can the employee display which will contribute to customer satisfaction? 3. How can courtesy be extended to a customer? Read booklets which describe desirable characteristics for food service employees.

Behavioral Objectives	Learning and Evaluation Experiences
Give examples of personal characteristics of employees which contribute to customer satisfaction (C-C)	Illustrate examples of employee characteristics which contribute to customer satisfaction by preparing a bulletin board depicting these characteristics.
Indicate employee characteristics which contribute to customer satisfaction (A-Res)	Watch short skits or read case studies which display employee characteristics. What characteristics were displayed? Which are desirable for an employee?
	React to a list of employee characteristics by circling those which you feel contribute to customer satisfaction. How may the role of the employee vary with the type and degree of formality of the establishment?
Display desirable employee characteristics (A-V)	Exhibit employee characteristics which contribute to customer satisfaction. Make every effort to please guests in the CVAE laboratory.
	Role play situations involving employees meeting the public. Display desirable employee characteristics in the situations.
	Use a checklist to rate yourself or other class members on desirable employee characteristics for meeting the public.
	Design a poster illustrating how the food service employee should meet the public. (See p. 336.)
Identify difficult situations which may occur in a food-service establishment (C-K)	Listen to a panel of food-service managers or employees discuss difficult situations which may occur in a food-service establishment. What difficult situations may occur with customers in a food-service establishment? How can such situations be handled? What problems are frequently associated with elderly persons, blind guests, ill customers, noisy customers, early and late customers, angry customers, and children?

Behavioral Objectives	Learning and Evaluation Experiences
React to difficult situations which occur in a food-service establishment (A-Res)	Watch skits illustrating difficult situations which occur in food-service establishments. Include customer complaints, early or late customers, grouchy or angry customers, uncontrolled children, and handicapped customers. Discuss first impressions of an establishment which may result from such encounters.
	View filmed situations or skits depicting a difficult customer situation. (See p. 337.) What would you have done in this situation? Why? What else could be done in the same situation which would yield satisfactory results?
Choose suitable actions to take in a difficult situation (A-V)	Set goals periodically for improving one problem you have in customer relations. Report your progress to teacher.
	Role play difficult customer situations. Display actions which result in satisfactory correction of the difficulty.

CUSTOMER SEEKER

DIRECTIONS: Find the words listed below in the word search game. The words may be spelled vertically, horizontally, or diagonally. Circle each word located.

F	R	I	E	N	D	L	Y	A	C	P
T	E	Z	S	P	R	O	L	F	H	Y
A	M	C	I	O	A	Y	S	A	R	D
C	O	O	P	E	R	A	T	I	V	E
T	E	U	G	H	L	L	A	V	G	B
F	A	R	S	Q	B	O	R	C	E	C
U	K	T	G	P	L	T	X	S	A	H
L	D	E	P	E	N	D	A	B	L	E
N	R	O	A	O	V	C	P	S	A	E
A	F	U	T	F	L	A	B	I	S	R
R	M	S	I	M	S	I	O	N	A	F
W	A	P	E	T	O	Y	T	C	O	U
O	O	E	N	Q	K	R	A	E	P	L
M	Q	C	T	M	T	L	E	R	I	D
A	R	E	N	F	A	O	W	E	R	H

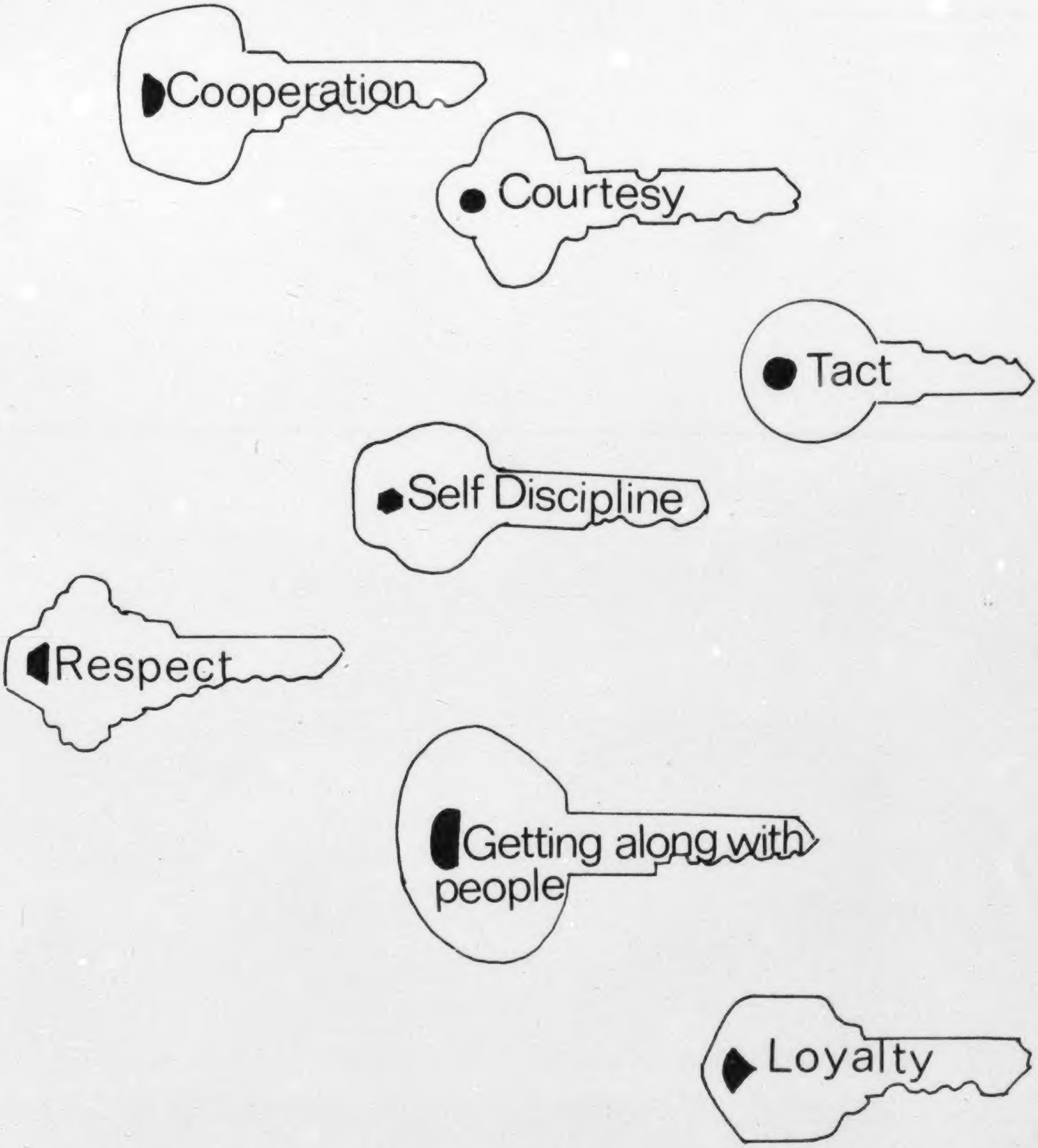
WORDS TO LOCATE:

Friendly
Cooperative
Patient

Sincere
Courteous
Tactful

Polite
Loyal
Cheerful
Dependable

KEYS TO MEETING THE PUBLIC


Cooperation
Courtesy
Tact
Self Discipline
Respect
Getting along with people
Loyalty

Problem Situation Skits

Elderly Person

Elderly Mr. Jones has been seated near the kitchen and complains to the waiter of noise and a draft. Mr. Jones is on a restricted diet and cannot eat both eggs offered on the breakfast menu. He complains of having to pay for an egg he can't eat.

1. Where should an elderly person have been seated? (Away from noise and drafts, but not in an isolated part of the dining room.)
2. What might be done to make up for the portion of the meal an elderly person or person on a restricted diet cannot have? (Offer larger portions of other items, if approved by management.)

Blind Guest

Mr. Wiggins, who is blind, arrives at your restaurant alone for dinner. You are the waiter. Offer Mr. Wiggins your arm and take him to his table being sure path is wide enough for two. Pull out his chair as you would for any other guest. Quietly remove the tall flower vase and any other clutter from the table or from reach. Offer Mr. Wiggins a menu. He may be able to see it. If not, quietly read it aloud without making any suggestions. Write down Mr. Wiggins special request that the meat be cut for him.

1. Why should blind guests not be treated like infants? (They have gotten to your restaurant without undue assistance, and should be treated with dignity as any other guest.)
2. Why should you talk in a normal voice to a blind person? (Blind people often have a keen sense of hearing.)

Ill Guest

Judy Stokes, a regular customer, missed a step as she was leaving the dining room. She turned her ankle and bumped her head on a chair as she fell. You are the waitress closest to Judy when she falls. Ask another waitress to get the supervisor. Stay with Judy. Do not attempt to move her. As she comes to, assure her that help will arrive shortly. Ask someone to find something warm to cover Judy if she is cold.

1. Why should the waitress stay with a person who is ill or has an accident? (The person might need something or be further injured if left alone.)
2. Why should the waitress never try to move a person who is ill? (She might cause further injury.)

Noisy Customers

It is late one evening. A large party has come for dinner. They talk loudly, laugh and seem to be disrupting the whole dining room. Guests at nearby tables seem annoyed. Call the situation to the attention of the head waiter or manager.

1. Why should the waiter or waitress not try to quiet noisy customers? (Customers called down by a waiter seldom accept comment gracefully. Someone in a position of authority will have more success.)

Early Customers

Two businessmen arrive before the dining room is open for the evening. Ask them if they would care to wait in the lounge until the kitchen is ready. They indicate this is not acceptable, so seat them in the dining room and offer a newspaper while they wait. The men know they are early and politely wait until the staff is ready to serve them.

Late Customers

A couple on their way home from a party have decided to stop by the restaurant where you are hostess for something to eat. Explain that the kitchen is closed and ask if they are willing to make do with a selection of cold hors d'oeuvres.

1. Why are early guests unlikely to present a real problem? (They know they are early and are usually willing to wait.)

2. Why may late customers present a problem? (It may mean no dinner for them at all.)

3. Why is it important to explain that the kitchen is closed or that the selection is limited before seating late guests? (The establishment is not on the defensive if the guests knows the selection is limited before he is seated. He may agree to make do with what is available or leave.)

The Angry Customer

A gentleman dining alone calls the waiter to his table after the food has been served. He ordered his steak well done and it was served medium rare. He is understandably displeased. The dining room has been extremely busy and you think you may have been given him the wrong order. Express regret that the steak is undercooked and offer to return it to the kitchen to be cooked again. The man agrees.

When you return the steak, the man finds a small pink spot and again calls you to his table. This time he is really mad. He will not agree to allow you to return the steak again. Call the headwaiter to talk to the man.

1. Why should the waiter or waitress be prompt in attending to complaints? (Often the situation can be corrected with no hard feelings if attended to promptly.)

2. Why should the waiter never "reason" with an angry customer? (His job is to serve the customer. If he cannot please the customer, whether the customer is right or wrong, he should call the head waiter.)

Children

The Shipman's and their small son, Stephen, are having dinner in the restaurant where you are waitress. Discreetly move the ash tray out of little Stephen's reach. Take the order from Stephen's father. When Stephen says he wants a hamburger, look to his father for approval.

1. Why should the child's order be taken from the parent? (The parent is the host.)

2. If you cannot descreetly move items which might be knocked over, what should you do? (Leave them. It is easier to replace an ash tray than a customer.)

3. If the restaurant does not have children's portions, what should the waiter do? (He should not suggest them, but if they are requested he should check with supervisor.)

4. If a child annoys other guests, who should ask the parents to control the child? (The headwaiter.)

Serving Guests

KEY IDEAS: Each food-service employee is responsible for specific tasks in serving guests.

Efficiency in taking orders and serving guests contributes to the satisfaction of guests.

Correct serving procedures contribute to customer satisfaction and pleasure.

Taking the order and presenting the check to the customer efficiently are essential for a food-service employee.

The size tip a waiter or waitress receives is related to the quality of service the customer received.

WORDS TO KNOW:

host
hostess
waiter
waitress
guest
menu
order
ordering
put on
pick up
room service
inspect
check
change tray
complaint
tip
accuracy

Behavioral Objectives	Learning and Evaluation Experiences
Identify the duties of food-service personnel in serving customers (C-K)	View a filmstrip, transparencies, or other visuals, identifying duties of the host, hostess, waiter, and waitress in serving guests. Define guests. What tasks are performed by each employee? What duties are each employee's responsibility? Visit a food-service establishment to observe the host, hostess, waiter and waitress. Note the tasks performed by each employee. Watch a pantomime or role play of persons playing parts of host, hostess, waiter, or waitress. Identify the employee illustrated. Work with a list of duties to decide which are the responsibilitis of each food service employee. Indicate the correct employee beside each task.

Behavioral Objectives	Learning and Evaluation Experiences
	Draw slips of paper from a container on which employee duties have been written. Tell which employee is responsible for the task which you draw.
State the responsibilities of the host or hostess (C-K)	View a filmstrip or transparency to learn the responsibilities of the host or hostess. What are the responsibilities of the host or hostess? (See p. 355.)
Explain the procedures for a host or hostess in welcoming the guest (C-C)	Describe the procedure for the host or hostess in welcoming the guest. Why should the host or hostess remember the names of frequent guests? Explain how the host or hostess determines the number of people to be seated. How should the host or hostess handle the problem of guests waiting for a table? Explain the procedure for escorting guests to table. Where should elderly persons or persons in wheelchairs be seated? Why should the host or hostess remember seating preferences of frequent guests? Explain the procedure for seating a woman above. When does the host or hostess present the menu?
Summarize the procedure used by the host or hostess for the departing guest (C-C)	Describe the procedure used by the host or hostess for the departing guest. When should guests be assisted with wraps? Why should the host or hostess express the hope that the service is satisfactory and that they will come again. Why is it important to offer the guests a pleasant good-bye?
Explain how the host or hostess should handle complaints (C-C)	Describe the appropriate procedure for handling complaints. Why shouldn't the host or hostess argue with the guest? Explain the statement: "The guest may not always be right, but he is never wrong." Why should the host approach the customer in a friendly spirit and not allow himself to be put on the defensive?

Behavioral Objectives	Learning and Evaluation Experiences
	Why should the host acknowledge a mistake promptly? Why should the host express sincere regret for the occurance? Why should the host offer to exchange or substitute food which is unsatisfactory? Why should the host report difficult and unreasonable complaints to the manager for settlement? Why should the host report all serious complaints and those involving business policy and regulations to the management.
Describe the responsibilities of the host or hostess in supervising the dining serving hours (C-C)	Explain the responsibilities of the host or hostess in supervising the dining room during serving hours. Why is it important to make sure that each guest receives prompt, efficient service? How should the host alert employers to needs of guests? Why should the host check the quality and appearance of food being served? Why should the host make sure guests are satisfied with foods and service? Why is it necessary for the host to keep an eye on the appearance, manner, and conduct of employees? How should the host keep track of clean tables that are available?
Describe the supervisory duties of the host or hostess in preparing the dining room before serving hours (C-C)	Explain the supervisory duties of the host or hostess in preparing the dining room before serving hours. Why should the host or hostess go over the menu with employees and alert them to specials of the day? Summarize the items to be checked in making sure the dining room is set up properly. Explain how the host or hostess plans the seating of guests. Why should the host or hostess refer to the reservation book and make sure enough tables are set? Why should the host check to see that all employees are on duty and that they have a clean, neat appearance?

Behavioral Objectives	Learning and Evaluation Experiences
Explain the responsibilities of the host or hostess in in supervising the closing of dining room (C-C)	Explain the responsibilities of the host or hostess in supervising the closing of dining room. Why should the host check to see that all the closing duties of waiters are completed before they leave the floor? Why should the host or hostess collect all guest-check books from waitresses?
Present correct methods of handling responsibilities of the host or hostess (C-Ap)	Work in groups to role play the appropriate method for handling the responsibilities of the host or hostess. (Role play may include welcoming guests saying goodbye to guests, supervising dining room during serving hours, handling guest complaints, supervising dining room before serving hours, and supervising the closing of the dining room.)
Define menu and food terms (C-K)	Study a list of menu terms and food terms which the host, hostess, waiter, and waitress should know. Practice defining the words as teacher names them.
Pronounce menu and food terms correctly (C-K)	Listen to a tape recording of menu terms and food terms which the food-service employee should know. Pronounce each word correctly as it is given on the type. Look at the list of words as you pronounce them. When you feel you can say each word correctly, pronounce the words on the list to the teacher. Review any words you have not pronounced correctly.
Describe menu items to guests (C-C)	Study sample menus. Which foods might already be prepared? Which would be cooked to order? How would you know when "in season" items are available? How would you know daily specials, soups, and garnishes?
	Study a sample menu. Learn how each item is prepared and the time required. Which items would you suggest to a customer who is in a hurry? Which items would take longest to prepare? Why should you tell a customer the time required to prepare an item if it takes a long time? Why might you suggest an appetizer to a customer who chooses a slow dish?

Behavioral Objectives	Learning and Evaluation Experiences
	Practice describing menu items to a partner.
State abbreviations for menu items (C-K)	Study a list of menu items and their abbreviations. Practice writing the abbreviations as you listen to a tape recording of the menu items.
State procedures for taking orders (C-K)	Listen to a waiter or waitress describe procedures for taking orders. Who does the waiter address when taking an order from a couple? From two men or two women? From a group?
	Visit a food service establishment to observe procedures for taking a customer's order. Why is it important to know the menu?
	Watch a demonstration on taking orders in the food-service lab. Let class members role play guests. Why should the waiter or waitress be discrete and modest in assisting the guest in ordering? In pronouncing menu terms for him?
	Listen to taped interviews of waitresses or food-service employees describing the procedures for taking and placing a customer order. How does the employee know when the customer is ready to order? How are orders recorded? How does the employee remember which order belongs to each person?
List steps in writing the order (C-K)	Watch as the teacher shows how to write an order on the overhead projector. Note the following step in writing the order. 1) Make the number of copies required, using carbon if making more than one copy. Write legibly. 2) Include your number, the table number, and which guests have ordered what dishes. (Number the chairs clockwise from a given point or note the direction each guest is seated as N,W,S,E.) Write signs indicating seats in a column at the left; then make columns to indicate courses or write courses in order under each number.

Behavioral Objectives	Learning and Evaluation Experiences
	3) Use legible abbreviations. For example, capital letters for main dishes, a comma, then garnishes in small letters. Indications like "well done" may be written in a circle next to the item. 4) Repeat each order as it is given. 5) Clarify how meats and eggs are to be cooked, the dressing or garnishes chosen, the style desired such as baked, fried, or boiled, and the choice of vegetable. 6) Write out any special comments or instructions. 7) Remove menus. 8) Say "Thank you."
Illustrate steps in taking and writing orders (C-C)	Develop cartoons or instant slides to illustrate procedures for taking and writing orders. Check to see if you left out any steps. Practice writing an order as the teacher provides the information using an actual menu pad.
Demonstrate ability to take and write an order (C-Ap)	Work in groups to practice taking orders. Let one person take the order as others play the part of guests. Use correct abbreviations for menu items when taking orders. Rotate until everyone in your group has taken an order. Watch skits presented by classmates or view a filmed situation of persons taking customer orders. What was done correctly? What was done incorrectly? What changes would improve the procedure used by the person taking the order? Take orders from customers during food service lab. Use the menus developed by the teacher for the lab and an actual order pad. Why is it important to write legibly? To clarify each order? To use legible abbreviations?
Determine correct procedures for taking orders (C-An)	Use checklist to rate a classmate who is taking orders. (See pp. 356-358.) Work in groups giving everyone the opportunity to rate all other group members.

Behavioral Objectives	Learning and Evaluation Experiences
Cite procedures for passing an order to the kitchen (C-K)	Listen as a waitress describes procedures for passing an order to the kitchen. How does the waitress decide whether to pass the order to the kitchen immediately? How can she be sure slow foods are started first? What procedure is used to pass the order in a small kitchen? In a large kitchen? Which items on the order would not be passed to the kitchen? What is meant by the terms "ordering," "put on," and "picking up"?
	Make a table showing the time required to prepare each item on the food service menu. How would such a table aid the waiter or waitress in determining when foods should be put on?
Illustrate procedures for passing an order to the kitchen (C-C)	Role play procedures in passing an order to the kitchen? What should the waitress do if the guests choose to have an appetizer? If one guest selects an item that takes longer to prepare?
Demonstrate ability to pass an order to the kitchen correctly (C-Ap)	Pass orders from customers in the food-service lab to the kitchen following the established procedure.
State procedures for picking up an order (C-K)	Watch a waitress pick up an order. Which items did the waitress serve? How did she announce that she was picking up the order? How might the procedure differ in a larger or smaller establishment? How did the sequence used for picking up compare with the following. 1) Collect all serving equipment and needed for food and accompaniments. 2) Pick up cold foods (place away from where hot foods will go on tray). 3) Pick up hot foods last (covered, if possible). 4) Pick up hot plates and cold plates. Does the waitress inspect the order
	List questions which might be asked when inspecting an order. Have you included the following. Is the order correct? Is it as the guest ordered it? Is it attractive? Are you proud to serve it? What should the waitress do if the order is in-correct?

Behavioral Objectives	Learning and Evaluation Experiences
Cite procedures for loading and carrying a tray (C-K)	Watch a waiter demonstrate procedures for loading and carrying a tray. Where are the heaviest items placed? The lightest items? Why are full cups not placed on saucers? Why shouldn't hot dishes touch cold dishes? Why should tea- and coffeepot spounts be turned in and away from plates of food? Why may the tray be covered with a large clean napkin before loading? How is the tray picked up? Where should it be carried if it is large? if it is small? How is the tray brought down? Why is it important not to overload the tray?
Identify accidents which may occur in transporting food (C-K)	Brainstorm to list accidents which may happen in transporting food from the kitchen. How can each be prevented?
Attempt to carry a tray properly (P-GR)	Practice carrying an empty tray using the procedures demonstrated. When you can lift, carry, and put down the tray with confidence, add books or other unbreakable items and practice carrying a loaded tray. Increase until weight is comparable with a tray of food.
Execute correct procedures for loading, lifting, and bringing down a tray (P-M)	Carry trays loaded with food as needed during food-service labs. Load, lift, and bring down trays following correct procedures.
Identify the procedure used to serve food (C-K)	Observe a filmstrip or transparencies illustrating the correct procedure for serving food. From which side is the beverage served? The main course? From which side do you remove dishes from the table? How should glassware, flatware, and dishes be held? What is the correct procedure for refilling beverage glasses and cups? In what order are foods served? What should be done if a customer has an accident?
	Study a handout (see p. 359) illustrating correct procedure for serving food items, for serving beverages, and for removing table appointments.

Behavioral Objectives	Learning and Evaluation Experiences
	Observe a demonstration showing correct procedures for serving various foods. List basic rules for serving food.
	Observe a demonstration on procedures for serving food at a booth. Which guest is served first? How do you stand when serving? Which hand is used for serving each side of the table?
Explain the correct procedure for serving food (C-C)	Examine a list of menu items. Indicate whether each item is served to the guest from the right or left.
Cite correct order of service (C-K)	Listen as a waiter or waitress explains the order of service. Who is served first when serving a couple? Two couples? Three couples? More than three couples? Other than couples?
Illustrate correct order of service (C-C)	Study case situations and diagrams illustrating seating arrangement of different-size parties. Place numbers by the persons shown in the diagram to tell the order in which they should be served.
State order in which foods are served (C-K)	Study a handout illustrating the order of service for breakfast, lunch, and dinner. Practice placing cards naming these steps in the correct order.
Cite procedures for serving specific foods (C-K)	Interview waiters and waitresses to learn how to serve specific foods. How should the following foods be served: sauces, soup melon, grapefruit, pasta, eggs, salads desserts, cheese, fresh fruit, and coffee.
Describe procedures for serving specific foods (C-C)	Explain how specific foods are served as you play spin the bottle. Spinner names a food and person to whom the bottle points must describe how to serve that food.
Demonstrate the correct procedure for serving food (C-Ap)	Practice using the correct techniques for for serving food.
Employ booth service (C-Ap)	Set up the food-service lab for booth service. Use correct techniques when serving.

Behavioral Objectives	Learning and Evaluation Experiences
Cite procedures for removing plates (C-K)	Watch a demonstration on removing plates. Why are plates not removed until everyone is finished and the next course is ready to be served? From which side are plates removed? To which hand is plate transferred if picking up more than one plate? How are plates scraped? Why should plates not be scraped in front of guest?
Practice removing plates (P-GR)	Role play to practice removing plates using the procedure outlined by the teacher. Ask students who play the roles of guests to suggest ways to improve.
Use correct procedure for removing plates (P-M)	Remove plates from tables when serving as waiter or waitress in the food-service lab.
Summarize procedures for serving guests (C-C)	Draw a slip of paper from a container. The paper will have one serving task written on it. Describe the correct procedures for performing the task when serving guests.
	Practice placing steps in serving a meal in the correct order. (See p. 360.)
Show the correct procedure for serving guests (C-Ap)	Work in groups to show the correct procedure for taking orders, passing orders to kitchen, picking up orders, and serving guests. Designate some persons to serve as waiters and waitresses and other group members to play the role of guests. Rotate until everyone has served. Use a checklist for serving to check each members serving procedures.
Name accidents which might occur in serving food (C-K)	Listen to taped interviews with waiters and waitresses on accidents which they have seen occur in serving food and explain how each situation was handled.
	Make a list of accidents which may occur when serving food. How can each be prevented? How should each be handled?

Behavioral Objectives	Learning and Evaluation Experiences
Describe what should be done in case of accident (C-C)	Look at pictures illustrating accidents in a restaurant. What is happening? What should the restaurant personnel do in such a situation?
Demonstrate acceptable procedure when an accident occurs (C-Ap)	Work in groups to show what to do if an accident occurs. Role play the specific accident assigned to your group. Does the waitress handle the situation appropriately? What other actions may have been taken? What would you do in this situation?
	Handle accidents which occur in the food-service lab effectively. Ask teacher for assistance if you do not know what to do.
Identify the procedure for preparing and presenting the check (C-K)	Listen to restaurant managers or employers explain the correct procedure for preparing and presenting the check. Where is the check figured? When should separate checks be made? Why should prices and arithmetic be checked carefully before presenting check? When is the check presented to the customer? How is the check presented to the customer? Where should the check be placed when the host is known? When the host is not known? When a man and women are dining together? How should any complaints be handled?
	Observe a demonstration on the procedure to be used in the food-service lab for preparing and presenting checks. What steps are involved in the procedure? When is the check presented to the customer?
List information to be included on check (C-K)	View a transparency of a completed check. List the information included. (see p. 361.)
Illustrate the correct procedure for presenting the check (C-C)	Present skits of employees presenting checks to guests. Which employee presented the check correctly? What was done wrong in presenting the check to the other guests? Did the employee present the check at the correct time? If not, when should the check have been given to the customer?

Behavioral Objectives	Learning and Evaluation Experiences
Utilize correct procedure to present the check (C-Ap)	Role play situations depicting an employee presenting a check to a customer. Was the correct procedure followed? If not, what improvements could be made in presenting the check? Work in groups to practice the correct procedure to use when presenting checks to guests. Give each person in the group the opportunity to present the check. Was the correct procedure used by all group members or are improvements needed? Present checks to guests during food service lab, observing correct procedures.
Identify procedure for payment at the table using a change tray (C-K)	Observe a demonstration on procedure for using a change tray for payment at a table. Define change tray. Explain the procedure for payment at the table using a change tray. When is the change tray presented to the table? Removed from the table? When change tray is returned to the table with change, where is the change tray placed? Why isn't it necessary to count the change to the guest?
Illustrate the correct procedure for presenting the check using a change tray (C-C)	Practice using the correct procedure for presenting a check using the change tray. Why should you call out the denomination of the currency the guest gives you? Why shouldn't you call back the amount of the check?
Cite etiquette in tipping (C-K)	Listen to a panel of food service managers discuss tipping etiquette. What is the customary tip? How should the employee receive a tip? What do customers consider when tipping an employee? What should an employee do when given a smaller tip than he feels is appropriate? Should the amount of tip a customer gives influence the quality of service the employee gives him in the future? What are customary procedures for sharing tips with the bus boy or bus girl?

Behavioral Objectives	Learning and Evaluation Experiences
React to situation involving tipping (A-Res)	Watch skits involving employees receiving tips. Were the employees courteous to the customer? Were the employee's attitudes desirable in the situation? If not, what should the employee have done? (See p. 362.)
Display proper etiquette in receiving tips (A-V)	Roles play situations to exhibit appropriate behavior when receiving tips. Include actions when customers do not tip as well as customers who leave generous tips.
Define counter service (C-K)	Brainstorm to name places where food is served at a counter. List characteristics of counter service. Define counter service.
List the order of counter service (C-K)	View a film or listen as a counter waitress describes procedures for serving from the time the customer sits down. In what order are guests served? When is the check presented? When is the counter cleared? Why is it important to keep the work area spotless?
Illustrate counter service (C-C)	Role play procedures for counter service. Greet guest. Bring filled water glass and napkin. Present menu. Take order. Call in the order. Set cover. Serve and remove each course. Clean counter after main course. Place check, face down, at guest's left. Thank the guest.
Employ counter service (C-Ap)	Set up the food-service lab for counter service. Use correct techniques when serving.
Cite procedures for cafeteria service (C-K)	Observe procedures used for serving in the school or other cafeteria. What personnel are required? What are the duties of cafeteria serving personnel? Supply person? Food checkers? Bus boys?
Explain the duties in cafeteria service (C-C)	Describe the duties in cafeteria service in your own words. Find pictures or draw cartoons to illustrate various duties.

Behavioral Objectives	Learning and Evaluation Experiences
	Role play the duties of various cafeteria personnel.
Demonstrate cafeteria service (C-Ap)	Set up the food-service lab for cafeteria service for several meals. Rotate jobs until everyone has served, supplied the counter, and been a food checker and a bus boy.
List general procedure for service at a drive-in (C-K)	Observe procedure for service at a drive-in. List the main steps in the procedure.
Describe procedure for service at a drive-in (C-C)	Recall the service procedure at drive-ins you have visited. How does it compare with procedures listed? How is the procedure different when the drive in has an automatic ordering system?
Define room service (C-K)	Listen as the teacher describes room service. What kinds of room service are offered? Why is room service offered? Who is responsible for room service? Define room service.
Identify the procedures for preparing an order for room service (C-K)	Interview motel of motel restaurant managers on procedures for handling room service. List the procedure for preparing an order for room service. Include procedures for: 1) taking the order, 2) calling in the order to kitchen, 3) assembling table appointments on tray, 4) placing food on the tray and 5) inspecting the tray.
Describe the procedure for preparing an order for room service (C-C)	Portray procedures for preparing an order for room service. Was the procedure carried out correctly? If not what was done wrong?
Identify procedure for serving a guest in a hotel room (C-K)	Observe a demonstration on correct procedure for serving a guest in a hotel room. Demonstrator should include: 1) knock on guest room door and saying "Room Service," 2) greet the guest, 3) ask where the tray or table should be placed, 4) if table is used, raise sides, 5) place coffee cup right side up, 6) ask guest whether further service is required, 7) present guest the check, 8) thank the guest and leave.

Behavioral Objectives	Learning and Evaluation Experiences
List rules for room service (C-K)	Brainstorm to list rules for room service. Examples: 1) Treat guest with same friendly, courteous manner he would receive in dining room. 2) Be sure all accessories are on the tray, especially salt, pepper, sugar, cream, butter, and sauces. 3) Deliver hot foods hot. 4) Deliver order promptly.
Demonstrate room service procedures (C-Ap)	Take orders from teacher or other school personnel over the phone. Assemble tray, and serve meal to each room or office using room service procedures. Prepare a checklist on room service procedures. Rotate duties until all class members have performed room service procedures. Use checklist to evaluate performance.

DUTIES OF A HOST OR HOSTESS:

- Supervises dining room before serving hours
- Welcomes and seats guests
- Offers a pleasant good-bye as guests leave
- Supervises dining room during serving hours
- Handles guest complaints
- Supervises closing of dining room

DUTIES OF A WAITER OR WAITRESS:

- Helps set up tables
- Takes the order
- Prepares the order
- Serves the meal
- Presents the guest check
- Performs closing duties

CHECKLIST
HANDOUT SHEET

DID THE HOST OR HOSTESS?			
1. Dress neatly?			
2. Come to work clean?			
3. Set up the tables and chairs properly?			
4. Appear alert?			
5. Have a genuine smile?			
6. Say "Good Morning" or "Good Evening"?			
7. Say "This way, please"?			
8. Ask "Do you have a preference in seating"?			
9. Take care of hats or coats?			
10. Seat the guest quickly and properly?			
11. Hand the guest menus?			
12. Say "Goodbye--I hope you enjoyed your dinner"?			
13. Assist with coat or hat?			

HANDOUT

DID THE WAITER OR WAITRESS:			
1. Have a pleasant, refreshing attitude?			
2. Seem interested in you as a customer?			
3. Appear courteous?			
4. Have skill in working?			
5. Provide speedy service?			
6. Seem friendly?			
7. Take care of individual needs?			
8. Appear well groomed?			
9. Come to work clean?			
10. Have on a clean uniform?			
11. Have clean hands, mouth, and nails?			
12. Wear little jewelry?			
13. Avoid chipped or bright nail polish?			
14. Wear trim shoes?			
15. Wear hose without "runs"?			
16. Smoke or chew gum on duty?			
17. Work well with other employees?			
18. Serve water or cocktail?			
19. Ask "Would you like to order?"			
20. Take orders in sequence?			

HANDOUT CONTINUED

DID THE WAITER OR WAITRESS:			
21. Follow a definite procedure in taking order?			
22. Suggest specialities tactfully?			
23. Carry the tray correctly?			
24. Serve correctly and gracefully?			
25. Check stations constantly?			
26. Make out and present check correctly?			

BASIC RULES FOR TABLE SERVICE

1. Serve all food from left, unless inconvenient for guest.
2. Serve all beverages from right. Fill water glasses 2/3 to 3/4 full.
3. Clear from right unless instructed to clear from left.
4. Do not stack plates or scrape plates in front of guest.
5. Never leave a guest's place bare--one course should follow another.
6. When replacing one course with another, remove from right with right hand, serve from left with left hand.
7. Serve hot foods first, then cold foods.
8. Serve everyone in the party the same course at the same time.
9. Crumbs, bread, and side dishes should always be removed before dessert is brought.
10. Fill water and beverage dishes, replace cutlery, clear away side dishes, bring bread, empty ash trays---before being asked.

STEPS IN SERVING

1. Place bread, butter, relish, and water on table.
2. Place appetizer in center of cover.
3. Remove first-course dish.
4. Place soup service in center of cover. Offer soup garnish.
5. Remove soup service.
6. Place salad served as garnish above place where main course dish will go.
7. Bring in plated entree (Am. plate service), or serve food from platter (French silver service), or fill plates from a wagon (wagon service) and place filled plates in center of cover.
8. Remove main-course dishes and set up in this order: relish dish, condiments, dinner plates, salad plates, vegetable dishes, and empty wine glasses, then extra silver.
9. Place salad served as separate course in center of cover, with fork at right.
10. Remove salad service.
11. Crumb table.
12. Place silver for dessert course to the right of cover.
13. Serve dessert in center of cover.
14. Remove dessert course.
15. Serve coffee.
16. Present check. Place face down on small change tray to left of host.
17. Take customer's money to cashier, and return change on small change tray. After customer leaves tip, thank him.
18. When guests rise to leave, come forward to help and see that nothing is left.
19. Remove tip and tray.
20. Clear table and relay table cloth if necessary.

SAMPLE GUEST CHECK

DATE	WAITRESS	STATION	NO. IN PARTY	No. 104

Sub Total		
Tax		
Total		

Role Play

Sue is a waitress at a local restaurant. She is tired today and is having to force herself to do things quickly. She takes an order to a table and can't remember which customer gets each order. She also finds that she had failed to specify which dressing one of the customers wanted on his salad. She apologizes and orders another salad for the customer. However, the customer has to wait at least fifteen minutes for the salad. She fails to refill their beverage glasses and does not offer to take a dessert order. After the customers leave, Sue finds a tip which is less than 10% of their bill. Sue thinks "Well, that's the last time I'll go out of may way to help those customers!"

Bus Service

KEY IDEAS: Efficient bussing of the dining area is necessary for smooth operation.

Cleanliness of the dining area is dependent upon efficient bussing.

Customer satisfaction is enhanced by efficient bussing of the dining area.

WORDS TO KNOW:
cart
tray
relish or condiment container
housekeeping chores
silver
glassware
service station

Behavioral Objectives	Learning and Evaluation Experiences
Identify tasks involved in bus service in the dining area (C-K)	View a film or filmstrip on bus service in the dining area. What tasks are involved in bus service? Who is responsible for these tasks?
	Study a handout on bus service tasks. (See p. 365.) Why is bus service important? Who performs bussing duties?
	Listen to a panel of food-service personnel discuss bus service in the dining area. What tasks are involved in bus service in the dining area?
	Observe a bus boy work in a dining room. Note the tasks he performs. Ask questions to clarify details.
Give examples of tasks involved in properly bussing the dining area (C-C)	Find pictures which illustrate tasks in bussing the dining area. Label the pictures and display them on a bulletin board.
	Study a list of food service tasks. Check or circle those which are included in bussing the dining area.
Identify general procedures for performing bus service tasks (C-K)	Listen as the teacher discusses being cooperative, doing job promptly and quietly, and following sanitation rules while performing bus service tasks. Why is each of these important?

Behavioral Objectives	Learning and Evaluation Experiences
Illustrate general procedures for performing bus-service tasks (C-C)	Role play each of the general procedures for bus service. Have classmates discuss and point out errors in the service.
Identify procedures involved in bus-service tasks (C-K)	Examine cards listing the steps in particular bus-service tasks. Cite the steps included in each task for bussing the dining area. Example: Removing soiled items from tables and stations. 1) Use trays or carts to save steps and decrease amount of time spent on the task. 2) Pick up glassware by the base, utensils by the handle, and plates by the rim. 3) Put heavy dishes on tray first and toward the center. 4) Separate silver and pile it on one side of tray with all handles one way. 5) Place cups, bowls, cream pitchers, teapots on top of plates, nestled securely. 6) Place water glasses in one section. Cocktail glasses are placed on a separate tray. 7) Do not overload tray and be sure weight is evenly distributed.
Present procedures for bus-service tasks (C-Ap)	Watch skits or filmed situations of an employee performing various bussing tasks. Were all tasks done correctly? If not, what steps need to be changed in the procedure used to do the task. Check by using cards with steps listed on them.
Practice bussing tasks (P-GR)	Work with a partner to demonstrate the correct procedure for one task such as stacking dishes from the table; disposal of soiled dishes, silver, glassware, linen, and waste; replenishing beverages, clearing and cleaning tables; or performing other bussing tasks. Practice bussing tasks in the food-service lab. Rotate so all class members perform bussing tasks.

BUS SERVICE TASKS

1. Clear tabletops.
2. Carry dirty dishes to kitchen.
3. Clean tabletops.
4. Dust chairs after each guest leaves.
5. Clean ashtrays.
6. Place chairs and tables in orderly manner.
7. Change table linens.
8. Set table with clean items.
9. Clean and fill condiment containers.
10. Fold napkins.
11. Clean up spills and breakage to prevent accidents.
12. Stock service station.
13. Sort, count, and store utensils at proper storage place.
14. Serve water, coffee or tea, and rolls and butter.
15. Make coffee.
16. Fill water pitcher.
17. Stock roll bin.
18. Clean serving trays and cart.
19. Clean floors.

Handling Money

KEY IDEAS: Skill in handling money is necessary for a food-service employee.

Efficient handling of money is essential for a food-service establishment.

Skill in handling money is the result of practice in making change.

WORDS TO KNOW:

cashier
verify
cash on hand
change bank
change
sales tax
check
credit card
proving cash
cashier's report
shortage
overage

Behavioral Objectives	Learning and Evaluation Experiences
Identify appropriate procedure for handling money (C-K)	Listen to a food-service manager or employee discuss handling money in a commercial food-service establishment. What are the functions of a cashier? What are the cashier's duties?
Cite procedures for setting up cash registers (C-K)	Listen as a food service cashier explains how to verify cash on hand and set up the change bank at the beginning of a shift. Why should cash be verified at the beginning of each shift? What procedures are used for setting up the change bank?
Describe procedure for verifying cash on hand (C-C)	Explain the procedure for verifying cash on hand to a partner.
Compute cash on hand to verify cash (C-Ap)	Total sample checks, play money, and coins to verify the report of cashier provided by teacher.
	Verify cash on hand as needed in the food-service lab.
Explain how to set up a change bank (C-C)	Describe in your own words how to set up a change bank. What is the purpose of the change bank?
Prepare the change bank (C-Ap)	Practice preparing a change bank according to instructions given by teacher using play money.

Behavioral Objectives	Learning and Evaluation Experiences
	Prepare the change bank for the food service lab at least once during the year.
Cite procedure for accepting payment (C-K)	Watch a filmstrip on handling money. How is the amount of change needed determined? How is sales tax figured? How is money counted as change is given to the customer?
	Study a handout (see p. 369) on the correct procedures for receiving payment.
	Observe a teacher demonstration of the procedure to be used in the food-service lab to handle money.
Explain procedure to be used in food-service lab for accepting payment (C-C)	Work with a partner using play money to explain how to make change. The teacher will provide a problem specifying the amount of money given to the cashier, the amount of the bill, and the amount of change for the customer. Count the correct amount of change to your partner as if he were a customer.
	Illustrate the procedure to be used in the food-service lab for handling money by arranging steps for handling money in order. The teacher will provide a list of steps to arrange in order.
Demonstrate the ability to handle money (C-Ap)	Work in groups to practice handling money. Each person should make change for a specific customer bill.
	Solve specific problems involving making change for customers without using pen and paper. Check answers with teacher.
	Role play situations to practice handling money. Each person should serve as cashier to practice making change.

Behavioral Objectives	Learning and Evaluation Experiences
	Serve as cashier for food-service lab when serving customers. Rotate so everyone can have the opportunity to practice handling money.
Desire to be accurate in handling money (A-V)	Discuss how the customer feels when the cashier makes a mistake in giving him change. How may the customer react if he receives too little change? How may he react if he recieves too much change? What role does honesty play in these situations? If you make the mistake who pays for it?
Cite procedures for accepting checks and credit cards (C-K)	Interview food service managers to learn common policies for accepting checks and credit cards.
Illustrate procedures for accepting checks and credit and cards (C-C)	Role play to show procedures for accepting checks and credit cards.
Cite procedures for proving cash (C-K)	Listen to a cashier describe procedures for proving cash. Who may supervise proving cash? Why should it be done out of sight of the public? What information is included in the cashier's report?
Describe procedure for proving cash (C-C)	Explain the procedure for proving cash to a partner.
Compute cash taken in to prove cash (C-Ap)	Use problem and play money provided by teacher to practice proving cash. Total checks, bills, and coins. Subtract the change bank to get amount taken in during your shift. Subtract old reading from new reading on cash register to get cash receipts. Compare with figure for amount taken in during your shift. Prepare cashier's report. Record receipts and cash on hand. Note any shortage or overage.
	Prove cash each time you serve as cashier in the food-service lab.

Receiving Payment

1. Take guest check and money.
2. State the amounts of check and money. Example: $2.25 out of $5.00.
3. Place guest check and money to one side of cash register.
4. Record the sale on the cash register.
5. Count out change from drawer.
6. Count out loud as you hand the change to the guest. Repeat the amount of the check, then count up from smallest coin to largest bill. Example: $2.25, $2.50, $3.00, $4.00, and $5.00.
7. Hand bills to guest face up.
8. Thank the guest.
9. Place money in the drawer.
10. File guest check.

SECTION THREE

CVAE FOOD SERVICES LABORATORY

Role of the CVAE Food-Service Teacher

Since CVAE Food Services is designed to prepare students for entry positions in commercial food service facilities, it is highly desirable to conduct laboratories which simulate actual job situations. To achieve this, the CVAE teacher must assume the role of the commercial food-service manager. Because the ultimate responsibility for success or failure rests on the teacher's shoulders, proper planning, efficient execution, and adequate evaluation are essential. The following is a brief synopsis of the duties of a food-service manager.

Planing Menu and Service--Plan not only the food items but also how those items will be presented to your clientele in optimum condition.

Recipe Standardization--Standard recipes make possible the production of standard products that can be counted on for consistent yield and quality and can be evaluated accurately for cost and nutritional value.

Procurement of Supplies--This step begins with an awareness of the market (what is available and where). Once you know the possibilities, you can plan menus and determine your needs for specific quantity and quality items. Purchasing procedures will vary, however, according to school policy and locale. (See purchasing techniques on p. 377). When goods arrive, they should be checked carefully to determine whether they meet established standards of quality and quantity. Prompt and proper storage ensures preservation of that quality.

Detailed Planning of Production and Service--Every item on the menu must be planned to fit into the production schedule. Items that require longer preparation time may need to be started the day or week before service. Avoid too many last-minute preparations. Plan, in detail, the method of service. Double check to be sure you have the number of people with the skills required and the physical facilities and equipment to carry out the service plan efficiently and effectively. Early in the year, menus and service should be kept simple. Increase difficulty as students gain skill and confidence.

Supervision of Production and Service--This facet encompasses employee training and the all important follow-up phase commonly known as supervision.

Clean Up--A frequently neglected phase of food-service planning, thorough clean up is a must for effective operation. By clean-up time, employees are tired and are faced with perhaps their least-favorite task. Sufficient planning to ensure smooth, thorough clean-up will pay dividends in both a cleaner facility and happier employees. Clean up includes not only cleaning, but sanitizing, and food and supply storage as well. Prompt storage of leftovers results in items which may be worked into your next menu in the same or altered form or used for another purpose.

Evaluation--This step is essential to effective food service operation in order to improve the facility as well as to train employees. Undesirable events do occur even under experienced management, but you must try to discover why they happen and what can be done to prevent their occurance in the future. There is always room for improvement.

Public Relations--The responsibility to "sell" the food service rests squarely on the shoulders of management. A good public image goes a long way in creating sales, provided you serve good food. The entire image of your CVAE Food Service program may well rest on what your public sees on serving day. Be sure that this impression is one you want to project.

Employee Selection and Training--It is often difficult to secure high quality food-service employees (in fact, sometimes any employee at all). People hired (even the experienced) must be taught how to do things according to the established procedures of the food-service operation. This is an important attitude to teach the CVAE student. Because there is no one correct way to do most things, the student must learn to accept the procedures of the establishment, even if they differ from procedures to which he is accustomed.

Problem Solving and Decision Making--Throughout all the previously listed phases of operating a food facility, the management is called upon to evaluate problem situations and make decisions regarding them. For some this is a frustrating phase of food service because there is rarely one best solution for any problem. Frequently, problem solving and decision making is done within drastically limited time, while the manager is "on the run." It is inevitable that some mistakes will be made. The key point is to avoid jumping to conclusions, but rather to think a situation through rationally. Thinking clearly on your feet takes practice and comes with experience.

The CVAE Food Service teacher and the food service manager have a great deal in common. Both must decide on the final food products desired, plan the production, teach the personnel how to produce the end product desired, and evaluate the final product, personnel, and procedures used to achieve it. The CVAE teacher will concentrate her emphasis on training and evaluating the students while the commercial food-service manager will look more at the process and final product with an emphasis on costs.

Management of food service begins with the menu. The menu is to food service what the blueprint is to the home builder. It is essentially the map of all operations.

Factors to consider when planning the menu include:

Clientele preferences
Nutritional adequacy
Flavor, color, texture, shape, and variety
Workable in terms of available space
Quantity and quality of equipment available for preparing, holding, and serving
Number of employees available and their skills
Product availability, budget, and profitability
Merchandising potential

Techniques of menu planning include planning when you

Are not fatigued,
Are uninterrupted,
Have adequate resource materials,
Have determined your format,
Have time to work on it, put it aside, then pick it up again, and
Have several persons to help plan and/or evaluate the menu.

Resources for menu planning might include publications on quantity food preparation, quantity recipes, publications on foreign and holiday foods, menus (from restaurants, cafeterias, and short order food facilities), Food Services, block and lesson plans, school calendar, school cafeteria menus, budget, currect food-price tables, list of seasonal foods, and background information (clientele, type meal, time of day, season, special requests).

Persons who might be willing to evaluate the menu you plan include: city homemaking supervisor, other homemaking teachers, local home economists, school cafeteria manager, local commercial food-service managers (restaurant, cafeteria, or short order, as needed), school principal, and clientele. With the aid of one or more of these persons, you should be able to avoid major errors in menu planning.

Standardized Recipes--These are recipes which have been tested to ensure consistent quality through the use of standard products, amounts, methods, equipment, and processing. Yield as well as portion technique and size have been predetermined. Standardized recipes are an aid in achieving products consistent in quantity and quality are useful in training new employees and are a must for achieving price control. Employees with reading difficulties might find recipes in large type easier to use.

Components of the standardized recipe include:

1. Name
2. Ingredients: form and amounts for frequently used yields
3. Methods and techniques of preparation
4. Planning information: size of pan, condition (i.e. greased), depth of fill, etc.
5. Time and temperature controls
6. Yield: total (e.g. 4 gallons, two 9 x 12 x 2-inch pans, etc.) and number of servings of a specified size (e.g. 10- 3 oz. servings)
7. Serving information: size, equipment, technique, garnish, special holding instructions
8. Any other pertinent information

Recipe cards may be laminated or covered with clear self-adhesive paper to keep them clean during use. Soil will wipe off easily so the cards may be used many times. Include amounts for yields most commonly used in a particular operation. Leave one column blank so amounts for a different number of servings may be written in with pencil or grease pencil and wiped off later.

A standardized recipe should be printed on a 5 x 7-inch or larger card and utilize a format such as the following.

<table>
<tr><td colspan="5">OVEN-CRUSTY CHICKEN THIGHS ONE PORTION: 6-8 oz. cooked weight</td></tr>
<tr><td>Ingredients</td><td>20</td><td>50</td><td>For ____</td><td>Method</td></tr>
<tr><td>Chicken, Thighs 8-10 oz. raw pieces</td><td>20 pieces</td><td>50 pieces</td><td></td><td>1. Wash, dry chicken pieces</td></tr>
<tr><td>Butter</td><td>1 lb.</td><td>2 1/2 lb.</td><td></td><td rowspan="3">2. Melt butter; mix with salt and pepper</td></tr>
<tr><td>Salt</td><td>1 Tbsp.</td><td>2 1/2 Tbsp.</td><td></td></tr>
<tr><td>Pepper, black</td><td>1/2 tsp.</td><td>1 1/2 tsp.</td><td></td></tr>
<tr><td>Corn Flake Crumbs</td><td>1 1/4 qts. approx.</td><td>2 1/2 qts.</td><td></td><td>3. Dip chicken in seasoned butter, roll in corn flake crumbs. Place in shallow (1" -2" deep) baking pans. Do not crowd chicken. (If chicken pieces are very cold, butter hardens on surface and corn flake crumbs will not adhere.)</td></tr>
<tr><td></td><td></td><td></td><td></td><td>4. Bake at 375° F. approximately 1 hr. until tender and brown. No need to cover pan or turn chicken while baking.</td></tr>
<tr><td colspan="5">NOTES: Not good cold.
Particularly good served with bacon-seasoned green beans and boiled whole potatoes.</td></tr>
<tr><td colspan="5">SERVING INFORMATION: One piece per serving, garnish with parsley sprig.</td></tr>
</table>

Recipes should be filed according to some preplanned system. One used by many food facilities is the following. Divide recipes into logical categories such as appetizers, soups, salads, entrees, entree sauces, vegetables, breads and rolls, desserts, and beverages. Code and number recipes within each division such as: Appetizer 1, Appetizer 2, Appetizer 3, Soup 1, Soup 2, Soup 3, etc. Make an index for each division on same size card(s) used for recipes and place at the front of each division. Recipes may be located quickly and it is much more likely they will be returned to the correct place. If the recipe file is particularly large, an alphabetized index of all recipes might be located in the front of the file. Example:

MASTER INDEX

Item	Category	Number
Abalone Steak	Entree	1
Apple Compote	Salad	1
Banana Bread	Breads and Rolls	1
Cheese Rolls	Breads and Rolls	2

Keep one or--better yet--two copies of all frequently used recipes tucked away somewhere. The secondset might be kept at home. This practice prevents loss of a recipe from disrupting your meal production. Also, angry employees have been known to damage, destroy or remove recipes from files to "get even."

Standardized quantity recipes may be obtained from numerous sources. Food for Fifty is one of the best known sources of recipes. Other sources include national food-product associations, school-lunch publications, and food-service periodicals. (Other sources of quantity recipes appear in the reference list accompanying this publication.)

A Word of Caution about Altering Recipes:

To simply double a recipe or cut it in half may not result in a product exactly like the original. In particular, seasonings, thickening agents, and sauce portions of casseroles may not be in proportion when a recipe is multiplied or divided. Frequently, lesser proportions of these ingredients are needed when recipes are doubled, larger portions when divided.

To multiply a recipe, use the following procedure: Double the recipe first. Alter, if necessary, and evaluate. Then double or triple again following the same procedure until you have reached the yield desired for the recipe. To take a recipe for four and begin by making it for forty or four hundred may spell disaster. In cutting recipes, the same procedure is advisable.

Convert ingredient quantities to weights whenever possible. These are easier to work with and result in more uniform finished products, provided you have an accurate scale and weigh carefully. Charts giving weight and measure equivalents for commonly used foods are found in Food for Fifty and other quantity food production sources.

Once the menu is planned and the recipes are located, you are ready to plan food production. Purchasing the raw materials is the first step. The old saying, "You can't make a silk purse out of a sow's ear," should be observed. Finished products can not be better than the raw materials from which they were made. For example, buying quality vegetable oil for the fry machine may result in savings because it doesn't break down as quickly. However, this doesn't mean you must always buy the very best. A silk purse may be nice, but maybe a cotton one is adequate in many situations. Remember this rule: buy the optimum quality for the specific intended use at the best price possible. Example: The best quality tomatoes are not needed for spaghetti sauce since they will not remain whole.

Purchasing Tips:

1. Be aware of what the market has to offer. Visit with local salesman, look through local groceries, and attend food shows, or conventions where food products are being shown. You will be amazed at the wide variety of food products available today.
2. Determine your needs in terms of quality as well as quantity. Be very specific about what you need.
3. Purchasing procedures vary from school to school and from city to city. Consider some of the following money-saving ideas.

   a. Investigate purchasing from local institutional supply houses. These frequently specialize in meat, produce, frozen goods, staple goods, canned goods, or paper products. However, some sell a combination of these items. Call them all! Some sell by the case, some break cases, some sell produce by the item or pound, others by flats and cases. Prices may vary between sources from day to day. The source with the low price one day may be the highest next time.
   b. Sometimes products are less expensive at the supermarket. This is especially true when small quantities are needed. In addition, the store brand may cost less at the local grocery than well known brands at the wholesale house.
   c. Some local groceries will give a discount to schools. Frequently, this means a cash discount instead of stamps.
   d. Check local damaged-freight outlets. Inspect products carefully before buying. Cans that have not been dented on the seams are frequently good buys. Dry products should show no evidence of bugs or of having been wet. Buy one and check before buying in quantity.
   e. Perhaps you could buy with the school lunchroom, a local hospital, or a restaurant. More record-keeping ensues, but the larger the volume purchased, the better the prices.
   f. Buy ahead in bulk when the price is right--if you are able to store the products with minimum pilferage, loss of quality, etc.
   g. Some companies offer a discount for prompt payment of as much as 5-15% (usually within 10 days of purchase). If your school pays bills only on the first of the month, you may need to point out the dollar savings possible by more frequent bill paying.
   h. Be flexible. If a product increases drastically in price, change the menu, omitting the item or buy it in another form. Examples: You and your clientel may like sliced tomatoes on hamburgers but that doesn't mean you must have sliced tomatoes every time. Try some new relishes or make sloppy joes using canned tomatoes instead of fresh ones.
   i. Try a variety of brands. Some lesser known, less expensive ones are as good as (possibly even superior to) the more familiar ones.
   j. If you shop in person, list items needed from each source. Plan your list so you will drive the shortest distance between stores. List items needed from one store in the order they are located in the store.
   k. Be sure to take proper requisition forms, etc. to prevent time wasted in returning to the school for them.

4. Be a tyrant about receiving goods in both the quality and quantity ordered. An ounce short here and a pound of poor quality there add up to considerable losses over the period of a full school year. Inspect and weigh in each delivery. Be sure the box is not included in the specified weight. Do not hesitate to return inferior products or short shipments.
5. Store items promptly, properly, and under lock and key. One very financially successful food facility operates under the following premise. "There are mostly nice people in this world but we operate like we don't trust anybody. We save a lot of money that way."

Production, Service and Clean Up Procedures:

Plan and list everything do be done.
Plan and make written assignments for persons to do each task (considering time required).
Make sure students know how to execute assigned tasks through training, supervision, and follow-up.
Be thorough and precise. Double check plans against menu to make certain you are not forgetting anything.
Develop a form to assist in planning and remembering all of the details. Experiment with several forms to find the best ones for you. Don't make multiple copies until you are sure the form is what you want.

How To Plan and Execute A Food Function

Sample menus with production plans for direct use in the CVAE food service situation are not included in this publication because a good production plan cannot be devised without knowing the quality and quantity of equipment and supplies which are available as well as the quality and quantity of "employees" at hand. Only the CVAE teacher, functioning in the role of food-service manager, can adequately assess the conditions which will differ from program to program as well as from class to class even within the same school.

The format used in this section illustrates techniques of production planning, execution, and evaluation. You may choose to adapt this format for making production plans for your specific facility or you may wish to develop a format which is uniquely your own. The key to good planning is to do it in such a way that you are comfortable with the procedure and remember to include every detail. Rarely does a food manager forget to have the entree prepared but often the garnish, special sauce, and appropriate serving utensils and techniques are overlooked until it is too late. Remembering the little things and doing them well makes the difference between an average and an outstanding food function. In addition, carefully kept records of each food function aid in planning similar functions in the future.

The sample food production plans which follow were obtained from a food caterer. They are intended only to serve as an example of how to plan a food function. The plan illustrates the planning done for a catered business breakfast for 18 men. It was carried out by the caterer and an assistant who were experienced food-service workers. Do not attempt to use this plan for a CVAE Food-Services laboratory.

BACKGROUND *(Know everything possible about clientele.)*

Breakfast meeting for 18 men who are business and community leaders. Breakfast will be in mid-summer, on Thursday, at 7:00 a.m. (Some may need to be at work by 8:00 a.m. or shortly thereafter.) The planners want an impressive menu. Cost is not a factor.

MENU PREPLANNING *(Consider clientele; facilities for preparation, holding, service; employees; budget; special requests; special problems; purchasing function.)*

The menu should probably include fruit or juice, eggs, meat, bread, and beverage.

(1) Fruit or Juice: Juice is out because there are no juice glasses. Fruits are particularly good in summer. Apples, oranges, etc. might be ruled out since they have been available all winter. Pineapples, melons, and berries are good summer choices. Berries are fair quality in the groceries, supurb quality from local wholesale houses, but a whole flat must be purchased, which is more than needed. Pineapple could be used to produce an exotic compote, and the shell can be used in service; the meat holds well; the pineapple could be combined with another fruit, definitely non-citrus. Melon holds well and combines well with other flavors. Cantaloupe is available in excellent quality and good color.

(2) Eggs: Fried eggs are hard to hold and there is too much variety in personal preferences. The same problems are true of boiled eggs, and guests must peel their eggs, which may be messy. Poached eggs would require an egg poacher for 18 which is not available. Omlets could only be done a few at a time, and are hard to hold. Scrambled eggs are rather ordinary, but baked eggs are not particularly popular in this part of the country.

(3) Meat: Bacon is ordinary and messy to prepare. Canadian bacon is tasty and easy to prepare and hold. Sausage could be greasy, but if high quality is tasty, easy to prepare and hold. Steaks and chops are expensive, but tasty and impressive though there are a variety of preferences in degree of doneness. The businessmen requested several meats, including small breakfast steaks.

(4) Bread: Toast is rather ordinary. Biscuits are different, inexpensive, and tasty. Coffee cake or sweet rolls are fairly easy, but rising time must be considered. A variety of sweet rolls would be nice and have a great aroma.

(5) Beverage: Coffee is traditional and essential. A second choice should be made available, probably hot tea. Ice water should be included at each place.

MEAL FINAL PLAN *(All items need to be included, ignoring traditional menu form. Consider all of the above factors as in preplanning, plus characteristics of a good total menu. Check total costs of final plan.)*

Pineapple Boat
with Pineapple and Cantaloupe Compote and Cherry Garnish

Scrambled eggs with Parsley Garnish
Little Smokie Sausages/Charcoal Grilled Breakfast Steaks

Assorted Petite Breakfast Rolls
(Buttered, Cinnamon Sugar, Creamy Glaze, Apricot, Cherry)

Coffee - Tea

Table Condiments - Salt, Pepper, Cream, Sugar, Butter, Ice Water

COSTING *(The key point in accurate costing is to include everything. The conversion tables found in Food For Fifty and similiar references are very useful. For example, you may know that flour is 89¢ for a 5-pound sack, but that doesn't tell you how much 2 cups costs. The conversion tables give equivalent weights and measures.)*

Prepare current food price tables including food items frequently used. The table should include categories for vegetables, fruits, bread and cereal products, dairy products, meat and eggs, and miscellaneous. Alphabetize items in each category. Update each semester to save time in determining costs. Small calculators are useful, too.

Example: CURRENT FOOD PRICES

FOOD ITEM	MARKET UNIT	APPROX. SERV./ UNIT	COST/ MARKET UNIT	COST/ SERV. or MEASURE
VEGETABLES				
Asparagus canned - green spears	14-16 oz.	3	.73	.24
- green cut	14-16 oz.	4	.43	.11
frozen - spears	10 oz.	4	.77	.19
Beets canned - sliced	16 oz.	4	.20	.05
Brussels sprouts - frozen	10 oz.	4	.37	.09
Broccoli frozen - chopped	10 oz.	4	.24	.06
whole - spears	10 oz.	3	.29	.10
Beans canned - cut green	16 oz.	4	.20	.05
- baby lima	16 oz.	4	.29	.07
- Pork'n'beans	14-16 oz.	2	.14	.07
- Kidney	16 oz.	2	.17	.09
- Ranch	16 oz.	2	.17	.09
frozen - cut green	10 oz.	4	.27	.07
- baby limas	10 oz.	4	.25	.06
dried - pinto	16	6	.15	.03

Cost of Business Breakfast for 18
(Summer, 1972)

Pineapple (5)	$ 2.45
Cantaloupe (3)	1.00
Powdered Sugar	.36
Maraschino Cherries	.39
Eggs	2.67
Seasoning	.10
Oil	.05
Parsley	.14
Little Smokie Sausages	2.07
Breakfast Steaks	11.16
Seasonings	.40
Rolls	.66
Shortening	.05
Toppings - Butter	.25
Cinnamon Sugar	.12
Cream Glaze	.18
Cherry	.25
Apricot	.25
Butter	.75
Cream	.45
Sugar	.11
Coffee	.40
Tea	.10
Ice	.59
Raw Food Total ($1.39/guest)	$24.95 Total

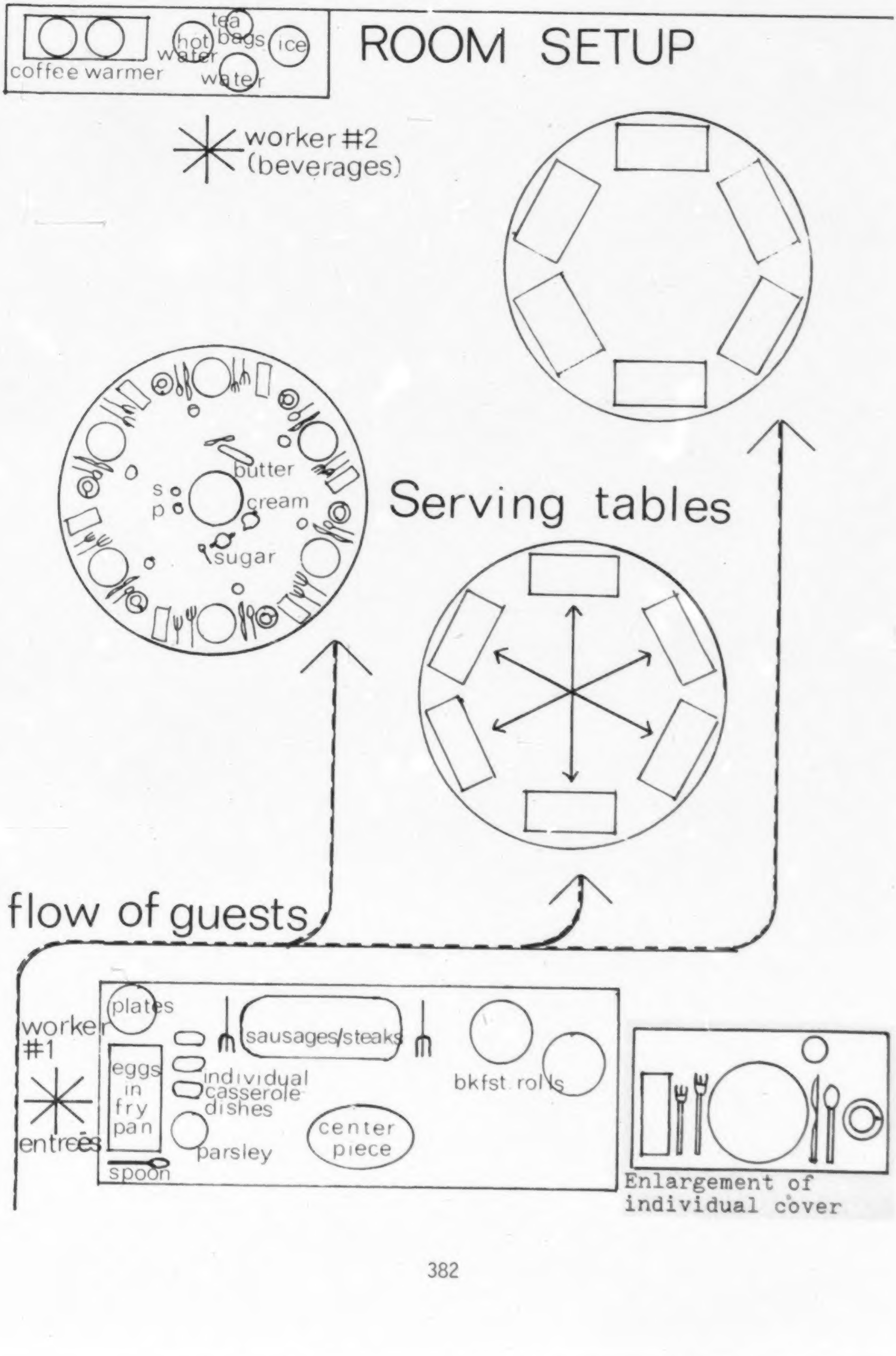
Raw food costs are not the only costs. To produce a meal, clean up and other factors must be considered. These require supplies. Table cloths, napkins, cup towels, aprons, and uniforms must be cleaned. Labor is a major cost for most meals. Most food-service managers must also consider overhead including utilities, depreciation of equipment, breakage, pilferage, bookkeeping, rent etc. as a part of the total cost. In the CVAE classroom, some of these factors would not be considered in determining costs. Those most likely to be included are cleaning of towels, aprons, and uniforms; cleaning supplies such as soap; breakage; pilferage; and replacements.

SERVICE PLAN *(Take time to plan complete, attractice service details for an outstanding meal. Know that the menu you have planned can be adequately served before you go shopping so if changes are necessary, they can be made.)*

A diagram of the service plan aids in setting up tables, buffet, and side tables quickly and efficiently. The room setup is planned for convenient flow of guests to the buffet and to the tables. Notice that each cover is parallel with the one directly opposite it. An enlarged detail of one cover may aid employees in setting tables. In this situation silver should be placed far enough apart so guests will be able to set a full size plate down without rearranging the cover. Notice the placement of condiments on each table.

The buffet should be arranged conveniently for serving the eggs and so that other items follow in logical order. The side table for beverages should have all supplies needed for serving beverages (coffee and warmer, hot water, tea bags, ice, and water).

ROOM SETUP


coffee warmer
hot water
tea bags
ice
water
worker #2
(beverages)
butter
s
p
cream
sugar
Serving tables
flow of guests
plates
worker #1
eggs in fry pan
sausages/steaks
individual casserole dishes
bkfst. rolls
entrees
parsley
center piece
spoon

Enlargement of individual cover

Serving Procedure

WORKER #	
2	Serve coffee as guests arrive.
2	Begin seating as soon as enough guests have arrived. Fruit compote is already on the table.
2	Clear away compote plates as soon as each full table of guests have completed their fruit course.
1	As first table is being cleared, food should be placed on buffet table. Number 1 has been in kitchen completing preparations.
1	Begin serving from buffet.
2	Serves beverages as soon as all compotes have been removed. Apply common sense, if one table is particularly slow, serve beverage to other guests until needed to clear away first course from the slow table.
1	Clear away buffet table.
1	Continue baking breakfast rolls.
2	Re-serve petite assorted breakfast rolls and beverage including water as necessary.
1	Begin clean up in kitchen.

PURCHASING *(Group shopping according to location of establishments from which items will be obtained. List locations in logical sequence for single shopping trip. List grocery items in sequence according to floor plan of store to permit one fast, smooth trip through the store. Be sure to double-check grocery list against items on hand to avoid over stocking.)*

(1) Cleaners: pick up linen
(2) Dairy: butter pats (Call in order first to have ready.)
(3) Meat Wholesaler: little smokie sausages (3 pkg.) and 3 oz. pieces of breakfast club steaks (18). (Call in order first, will be ready when you arrive.)
(4) Produce Wholesaler: 5 pineapples, 3 cantaloupe (Call first to assure produce is on hand and company willing to sell small amounts.)
(5) Grocery Store: maraschino cherries, 6 oz. with stems
powdered sugar, 1 pound
granulated sugar, 1 pound
flour, 2 pounds
yeast, dry, 1 package
cherry jam, 4 oz.
apricot jam, 4 oz.
parsley, 1 bunch
potatoes, 2 medium
pineapples 5 - if unavailable at produce wholesaler
cantaloupe 3 - if unavailable at produce wholesaler

RECIPE DEVELOPMENT *(The recipe must describe everything you expect the employee to do in clear, concise form utilizing terminology and procedures familiar to employee. There must be a recipe for everyting, even use of mixes and preparing beverages.)*

POTATO REFRIGERATOR ROLLS YIELD: 9-10 dzn. petite rolls

Ingredients	Amount	Preparation Procedure
Potatoes, Mashed	1 cup	1. Peel 2 medium potatoes and cut into several pieces. 2. Boil in small amount of water until soft. 3. Drain and mash until smooth. 4. Cool until lukewarm.
Yeast, Active Dry	1 package	1. Place yeast and sugar in a bowl. 2. Add warm water (not hot) and mix. 3. Let stand 10 minutes.
Sugar, Granulated	2/3 cup	
Water, Warm	1 1/2 cups	
Salt	1 1/2 tsp.	1. Add salt, shortening, two eggs and lukewarm mashed potatoes. to yeast water mixture. 2. Stir together.
Shortening (part butter or margarine makes and particularly rich product)	2/3 cup	
Eggs	2	
Flour, Sifted	7-7 1/2 cups	1. Mix in flour until dough is easy to handle.
		1. Turn onto lightly floured board. 2. Knead until smooth and elastic. 3. Place in greased bowl. 4. Turn dough so top is greased. 5. Cover with greased wax paper or plastic wrap and damp cloth. 6. Let rise until double (approximately 1 1/2 hour). 7. Punch down cover and refrigerate.
		1. Shape into rolls. (Use 1/2 oz. raw dough for petite rolls.) 2. Place 1-2-in. apart on greased baking sheet. 3. Cover and let rise until double in size (1 1/2 - 2 hours). 4. Preheat oven 400°. 5. Bake 12-15 minutes. 6. Remove from pan immediately and apply desired topping.

NOTES: Instant mashed potatoes or leftover potatoes may be used, if desired. Be sure they are lukewarm, not hot when added to the recipe. If desired rolls may be baked the day before and reheated at serving time. Do not place topping on rolls until they are ready to serve.

SERVING INFORMATION: Serve warm.

PETITE BREAKFAST ROLL TOPPINGS YIELD: 5 types of topping

Ingredients	Amount	Preparation Procedure
Plain Buttered		
Butter	1/4 pound	1. Melt.
Cinnamon Sugar		
Granulated Sugar	1/2 cup	1. Stir together until well mixed.
Cinnamon	2-3 tsp.	
Creamy Glaze		
Powdered sugar, sifted	1 cup	1. Shortly before use, mix together until smooth. 2. To make more creamy, add 1 Tbsp. of melted butter from above. 3. If glaze becomes too thick during use, add more water and beat until smooth.
Water, hot	1 1/2 Tbsp.	
Red Jam (Cherry, Strawberry)		
Cherry Jam	1/2 cup	1. Stir thoroughly.
Yellow Jam (Peach, Apricot)		
Apricot Jam	1/2 cup	1. Stir thoroughly
		1. Place each topping in a separate shallow container such as the large custard cup (4 1/2-in. diameter, holds 10 oz.). 2. Top rolls immediately upon removal from the oven using the following procedure: a. Grasp roll firmly, upside down and swirl top through desired topping. b. Swirl roll through butter first before swirling through cinnamon-sugar mixture. c. Do not butter rolls to be topped with glaze or jam. The butter will cause the topping to slip off.

NOTES: Make equal amounts of each variety for initial service. For subsequent service, make more with the toppings guests seem to prefer.

SERVING INFORMATION: Serve immediately.

FRUIT COMPOTE IN PINEAPPLE BOAT YIELD: 20 Servings, 1/4 pineapple each

Ingredients	Amount	Preparation Procedure
Pineapple, whole, fresh	5	1. Trim pineapples - cut 1-in. off greenery at top. 2. Cut each pineapple into quarters lengthwise through pineapple greenery. 3. Remove core. 4. Remove pineapple meat. 5. Cut into chunks. 6. Reserve shells for serving. Cover in plastic wrap and refrigerate.
Powdered Sugar, sifted	1-3 cups	(Amount of sugar needed depends on sweetness of raw pineapple.) 1. Add to pineapple chunks. 2. Marinate with cantaloupe overnight in covered container.
Cantaloupe	3 medium to large	1. Cut into quarters. 2. Remove seeds. 3. Peel. 4. Cut cantaloupe meat into chunks. 5. Place in covered containers with pineapple.
		1. Shortly prior to serving time, place pineapple shell on each serving plate. 2. Place 1/2-3/4 cup drained fruit mixture on each shell. (This step is easiest if plates are already on the table. First, place all the shells; follow with fruit mix; follow with garnish. This way full plates won't have to be moved.)
Maraschino Cherries (with stems)	18	1. Place one maraschino cherry on top of the fruit mixture.

SCRAMBLED EGGS YIELD: 18 two-egg servings (1/2 c.+ each)

Ingredients	Amount	Preparation Procedure
Eggs, large	3 dozen	1. Crack each egg into small bowl, then place together in large bowl. 2. Add seasonings. 3. Beat with wire whip until well mixed. 4. Keep covered and refrigerated until ready to cook.
Salt	1 tsp.	
Pepper	1/2 tsp.	
Oil	1/3 cup	1. Place oil in buffet size fry pan and heat to 300° F. (approximately 5 minutes prior to serving). 2. Add egg mixture and reduce heat to 250° F. 3. Stir constantly until eggs are almost ready. 4. Remove pan to buffet table and hold briefly at warm setting (Approximately 120°F-150°F.) until ready to serve.

LITTLE SMOKIE SAUSAGES/BREAKFAST STEAKS YIELD: 48 sausages
18 3-oz. breakfast steaks

Ingredients	Amount	Preparation Procedure
Little Smokie Sausages	3-8 oz. packages	1. Preheat charcoal grill. 2. Place sausages in flat grill basket. 3. Grill 3 minutes on each side at medium heat to develop flavor and color of meat. 4. Place flat basket on upper ledge of grill to keep warm while steaks cook.
Breakfast Steaks Clubs, 3/4-in., 3 oz. Pieces, boneless	18	1. Coat steaks with barbecue sauce. 2. Grill on high heat until medium done. 3. Remove and serve at once.
Barbecue sauce	1 cup	
Salt	as needed	
Cracked pepper	as needed	

SERVING INSTRUCTIONS: Place steak and sausages on large heated platter.
Garnish with parsley.
Serve immediately.

HOT COFFEE YIELD: 1 pot = 8 6-oz. servings

Ingredients	Amount	Preparation Procedure
Coffee	1 package (preportioned)	1. Rinse filter basket and coffee pot. Wipe filter holder area of coffee maker to assure cleanliness. 2. Place one paper filter in filter basket. 3. Place the contents of one package of coffee in the papered filter basket. 4. Place filter basket firmly in notches of coffee machine. 5. Place pot on element directly below filter basket.
Water	Preportioned	1. Push "make coffee" button once. Proper amount of water will be run through filter system into coffee pot. 2. When heavy dripping ceases, remove filter holder; throw away used filter paper and coffee grounds. 3. Set up coffee maker to produce another pot of coffee.
		1. Make three pots for use at initial service. 2. Keep one pot made up at all times for re-service.
Cream	1/4 cup per container	1. Place 1/4 cup cream in each of three small cream pitchers. 2. Chill until shortly before serving.
Sugar	1/2 cup per container	1. Place 1/2 cup sugar in each of three small sugar bowls. 2. Stir to make sure there are no lumps. 3. Provide sugar spoon for each bowl. 4. Place cream and sugar on guest tables.

HOT TEA YIELD: 1-6 oz. serving

Ingredients	Amount	Preparation Procedure
Tea bag	1	1. Bring water to a boil. 2. Fill cup and let set a few moments. 3. Pour water out and fill again with boiling water. 4. Place tea bag on saucer.
Water, hot	12 oz.	

NOTES: Cream and Sugar should be available on each dining table.

SERVING INFORMATION: Serve to guest immediately.

PREPREPARATION

(Note: Timing For Experienced Workers)

Time	Worker Number One	Worker Number Two	Time
30 min.	Make potato yeast dough. Set aside in warm place for 2 hours.	Make potato yeast dough. Set aside in warm place for 2 hours.	30 min.
20 min.	Cut pineapples into quarters; core; remove and cube meat; add sugar.	Cut pineapples into quarters; core; remove and cube meat; add sugar.	20 min.
5 min.	Wrap shells and refrigerate.	Wrap shells and refrigerate.	5 min.
15 min.	Cut cantaloupe; remove and cube meat; add to pineapple meat; cover and refrigerate.	Cut cantaloupe; remove and cube meat; add to pineapple meat; cover and refrigerate.	15 min.
10 min.	Clean, trim, and place parsley in plastic bag; seal.	Clean, trim, and place parsley in plastic bag; seal.	10 min.
10 min.	Tidy kitchen.	Tidy kitchen.	10 min.
15 min.	Prepare cinnamon sugar and red and yellow jam glazes. Place in shallow containers and cover.	Season steak with barbeque sauce and spices; place in pan; cover; refrigerate.	15 min.
5 min.	Sift and measure powdered sugar for cream glaze into shallow container and cover.	Place smokie sausages in grill basket with detachable handle. Wrap; refrigerate.	15 min.
5 min.	Place 1/4 pound butter in shallow container and cover.		
5 min.	Refrigerate butter and jams. Fill and cover sugar dishes.		

Time	Worker Number One	Worker Number Two	Time
30 min.	Assembly work trays: Tray #1 tongs, large service platter, large bowl, measuring spoons, wooden spoons, grill basket handle, matches, buffet electric skillet. Tray #2 slotted spoon, ice scoop paper towels, butter dishes and forks, creamers sugar dishes and spoons. Tray #3 3 small wire whisks, hot pot holders, waxed paper, cooling rack, serving plates. Double check two times for accuracy.	Assemble refrigerator trays: Tray #1 3 dozen eggs, 1/4 c. oil, meats, parsley. Tray #2 pineapple shells, fruit, maraschino cherries, cream, butter pats. Tray #3 toppings Double-check two times for accuracy.	30 min.
10 min.	Assemble dough handling area. Include cloth, knife, flour, scale, dough. Knead dough.	Grease lightly 4-5 large cookie sheets and enough waxed paper to cover each pan.	10 min.
25 min.	Portion dough into 1/2-oz. units.	Shape dough into desired shapes and place on pans.	30 min.
5 min.	Cover pans with greased wax paper and damp cloth.		
5 min.	Refrigerate dough.	Disassemble dough handling area.	5 min.
15 min.	Clean kitchen.	Clean Kitchen.	15 min.

DAY-OF PREPARATION AND SERVING PROCEDURES

(Note: Timing for two experienced workers.)

Time	Worker Number One	Worker Number Two	Time
5 a.m. 5:10	Remove rolls from refrigerator. Remove damp cloths and place in warm (not hot) place to rise, approximately 1-1/2 to 2 hours. Assemble chart with dishes: Silver (check for spots) Salt and pepper shakers Sugar bowls (check if full) Coffee warmer Buffet plates, casseroles, serving pieces.	Double-check placement of tables in dining area. Cover with table pads and cloths. Double-check cloths for evenness. Place center pieces on each table and on buffet. Fold Napkins	5 a.m. 5:20
5:30	Set Tables	Set Tables	5:30
6:00	Set up three work areas of kitchen: (1) meat and egg preparation, (2) fruit compote assembly, (3) roll assembly.	Assemble butter dishes, cream service. Crack eggs for scrambling; refrigerate.	6:00
6:15	Break prior to guest arrival. Double-check make up, etc.	Break prior to guest arrival. Double-check make up, etc.	6:15
6:20 6:45	Light grill. Melt butter. Make creamy glaze. Double check rolls. If not rising fast enough place in much warmer location. Place first pan of rolls in the oven. Grill smokies. Place on high rack. Begin grilling steak. Begin scrambled eggs. Finish steaks.	Fill ice water glasses; place on table along with butter and cream. Assemble fruit compote at tables. Serve arriving guests coffee. Keep at least three pots made. Double check to see if rolls are in. When ready, remove from oven, top, place on serving plate. Keep warm. Assist with scrambling eggs. Remove scrambled eggs to buffet table.	6:20 6:30 6:40 6:50

Time	Worker Number One	Worker Number Two	Time
7:05	Put second batch of rolls in oven. Assemble meat platter. Place on buffet table.	Begin picking up compotes and serving coffee and tea.	7:05
7:15	Begin serving scrambled eggs. Double check rolls. Remove and add topping. Replenish serving plates. Place third batch in oven.	Serve rolls. Refill coffee and tea.	
7:20	Remove buffet table set up and begin kitchen clean-up.		
7:25	Rolls - remove from oven and top. Place forth batch in oven. Continue clean up.	Serve rolls. Refill coffee and tea.	
7:35	Remove forth batch rolls and top.	Serve rolls.	
7:45	Continue clean-up	Assist with clean-up.	
9:00	Continue clean-up	Assist with clean-up.	

EVALUATION *(Consider critically every phase of the food function. What were the strong and weak points. How might improvement be made? Forms can be useful or evaluation may be as informal as a discussion.)*

Sample Evaluation Form:

	Out-standing	Above Average	Average	Below Average	Unsatis-factory	Comments
	5	4	3	2	1	
Menu	X					
Cost	X					
Purchasing	X					
Recipes		X				
Production (overall)		X				
Worker I	X					
Worker II			X			Slow
Service (overall)			X			Some confusion
Worker I			X			
Worker II			X			
Clientel Reaction	X					Excellent

REFERENCE LIST
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FOOD SERVICES

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Austin, Texas

STUDENT REFERENCES

Appleton, Myra. John the Second Best Cook in Town. St. Louis, Missouri: McGraw-Hill Book Company, 1966. 43 pp. ($1.48. Easy reading.)

Barclay, Marian S.; Brinkley, Jeanne Hayden; Funkerburk, Kathleen W.; and Champion, Frances. Teen Guide to Homemaking. New York, New York: McGraw-Hill Book Company, 1972. 528 pp. ($8.64-Student's, $2.24-Teacher's Manual. State adopted Text. Grades 7-9.)

Borisoff, Norman. Nick the Waiter. New York, New York: McGraw-Hill Book Company, 1966. 43 pp. ($1.40. Realistic story about a boy who gets a job as a waiter. Easy reading.)

Cronan, Marion and Atwood, June. First Foods. Peoria, Illinois: Chas A. Bennett Co., Inc., 1971. 286 pp. ($5.56. Information on measuring, tools and equipment, job opportunities, applicable to food service. Easy reading.)

Food Service. New Brunswick, New Jersey: Vocational-Technical Curriculum Laboratory, 1971. 197 pp.-Student's, 120 pp.-Instructor. ($2.50-Student's, $2.00-Instructor. The food service worker, the dining room, the kitchen, safety, food portioning, meal service, use and care of large equipment, and food preparation. Easy reading.)

Here's How. New York, New York: The Environmental Health Committee, Single Service Institute, n.d. 16 pp. ($.05 per copy, minimum order 100 @ $5.00, prepaid. Please specify English or Spanish. Personal hygiene, food storage, food preparation, refrigeration, food display and service, handling eating utensils, dishwashing utensils and equipment, single service, disposal, and maintenance. Easy reading.)

Kipniss, J. Judy the Waitress. New York, New York: McGraw-Hill Book Company, 1966. 43 pp. ($2.26. Story about a girl who becomes a waitress. Easy reading.)

Lee, Mirian. Jobs in Your Future: Job Skills. New York, New York: Scholastic Book Services, 1973. 96 pp. ($.75 each. Teachers edition, $1.00. Grades 4-6.)

Moosberg, Frank O. Simplified Manual for Cooks. Des Moines, Iowa: Frank O. Moosberg, 1968. 233 pp. ($4.95. Operational requirements, what every cook should know, tools and equipment, food controls, preparing food and cooking it, and supplemental information. Easy reading.)

Shenk, Carol. Sue Learns About the Use of Measurements in Cooking. Liverpool, New York: Frank E. Richards Publishing Company, Inc., 1971. 89 pp. ($1.93. Easy reading.)

Sultan, William J. Elementary Baking. New York, New York: McGraw-Hill Book Company, 1969. 268 pp. ($6.96, instructor's guide--$2.50, workbook--$3.96. Includes quick breads, sweet yeast, raised dough products, fried products, variety pies, layer cakes and cupcakes, puff pastry products, variety cookies, and decorating cakes and pastries. Grades 5-9.)

Tips on Tips; How to Make Them Grow from 1¢ to $1.00. Austin, Texas: Instructional Materials Services, n.d. 17 pp. ($.25. Easy reading. Illustrated with cartoon drawings.)

Training Yourself for Food Service. St. Paul, Minnesota: CYBY Corporation, 1972. 52 pp. ($2.33. Techniques for better service presented in programmed instruction format. Black and white photographs of good and poor serving techniques. Easy reading.

BOOKS

Andrews, Helen Holmes. Food Preparation. Toronto, Ontario, Canada: McGraw-Hill Book Company of Canada Limited, 1967. 147 pp. ($7.25. Includes opportunities in the food service industry, hygiene and sanitation, utensils, ingredients, and food preparation.)

Brodner, Joseph; Carlson, Howard M.; and Maschal, Henry T. Profitable Food and Beverage Operation. 4th ed. Rochelle Park, New Jersey: Ahren Book Co., 1962. 458 pp. ($10.00. Includes scope and importance of the industry, management, menus, food purchasing guides, receiving, storing, issuing, food preparation, service, sanitation and hygiene, budgeting, and kitchen planning.)

Coffman, James P. Introduction to Professional Food Service. Chicago, Illinois: Institutional Magazine/Volume Feeding Management, 1968. 291 pp. ($12.00. Order from Canners Books. Sanitation and safety, food poisoning, nutrition, purchasing and receiving food, storage and issue of foods, menu planning, food processing, food production, table service, and financial records. Numerous sample forms, menus, etc.)

Commercial Foods-Production and Management. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, 1971. 579 pp. ($12.00. Orientation, human relations, sanitation, safety, equipment, menus, recipe use, food preparation, and serving. Good transparence masters.)

Dennler, Louise. Food Preparation: Study Course Ames, Iowa: Iowa State University Press, 1971. 149 pp. ($5.95. Preparation of fruit, salads, vegetables, meat, poultry, fish, milk, cheese, eggs, cereal, starch products, batters and doughs, and menu planning. Grades 9-12.)

Eshbach, Charles E. Food Service Management. Amherst, Massachusetts: University Bookstore, 1973. 322 pp. ($5.27. Bacterial food poisoning, receiving food, storage, menus, frozen food, kitchen layout, storage controls, financial statements, budgets, break-even analysis, employee training, and food purchasing.)

Finance, Charles. Buffet Catering. Rochelle Park, New Jersey: Hayden Book Company, Inc., 1958. 256 pp. ($13.50. Covers set-up of a cold buffet, decorating material, hot and cold hors d'oeuvres, and other foods suitable for buffet meals. Numerous black and white photographs.)

Finding Your Job (Series). Minneapolis, Minnesota: Finney Company, n.d. (Set-$135.00, Each unit $22.50. Six units of information about the responsibilities, pay, and qualifications of various food service professions.)

Folsom, LeRoi A. Instructor's Guide for the Teaching of Professional Cooking. Chicago, Illinois: Institutions Magazine/Volume Feeding Management, 1971. 273 pp. ($9.95. Order from Cahners Books. The pantry department, breakfast cookery, baking, stocks, thickening agents, vegetable cookery, principles of cookery, meats, and seafood: fish and shellfish.)

Food Service Manual for Health Care Institutions. Chicago, Illinois: American Hospital Association, 1972. 332 pp. ($8.50. Organization, management and staffing; service, layout, and equipment; menu planning, food purchasing, stock control and storage; food preparation; sanitation for safety; and financial management and cost analysis.)

Fowler, Sina Faye; West, Bessie Brooks; and Shugart, Grace Severance. Food for Fifty. New York, New York: John Wiley and Sons, Inc., 1971. 446 pp. ($12.95. Weights and measures, food substitutions and proportions, baking temperatures, syrups and candies, deep-fat frying, spices and seasonings, cookery terms, recipes, and menu planning.)

Gregg, Joseph G. Cooking for Food Managers, Laboratory Text. Dubuque, Iowa: William C. Brown Company Publishers, 1967. 148 pp. ($4.50. Cooking, menu planning, safety and sanitation, recipes, and food preparation.)

Gross, Irma H. and Crandall, Elizabeth Walbert. Management for Modern Families. New York, New York: Appleton-Century-Crofts, 1963. 589 pp. ($10.95. Contains information on time and energy management and work simplification.)

Harris, Ellen Adeline. Professional Restaurant Service. Toronto, Ontario, Canada; McGraw-Hill Book Company of Canada Limited, 1966. 99 pp. ($5.60. Includes meeting the public, personal appearance, general duties, the menu, taking orders and serving, types of service, fountain service costs and profits, legal rights and responsibilities, and applying for a position.)

Hatchett, Melvin. Food Service. Austin, Texas: Instructional Materials Services, 1970. 141 pp. ($5.00. Importance of food service, duties and responsibilities in food service, selling food service, and basics of food preparation.)

Job Descriptions for Club Occupations. Washington, D.C.: Club Managers Association of America, 1964. 410 pp. ($15.65. Includes food serving and dining room, stewards and assistants, bakery, butchering, pantry, and preparation.)

Kaplan, Aaron. Elements of Food Production and Baking. New York, New York: ITT Educational Services, Inc., 1971. 310 pp. ($7.95. Includes chapters on sanitation and safety, kitchen tools and equipment, basic method of cooking, stocks, soups, sauces, and gravies, meats, seafood: fish and shellfish, poultry and game, vegetables, starch products, fruits, eggs and cheese, salads and salad dressings, hors d'oeuvres, canapes, sandwiches, elements of baking, pies and pastries, cakes, cookies, icings, desserts, coffee and tea, convenience foods and microwave ovens.)

Lehrman, Lewis. *Dining Room Service*. New York, New York: ITT Educational Services, Inc., 1971. 204 pp. ($6.45. Food and beverage service, dining room management, dining room equipment and supplies, human relations, service personnel's merchandising role, types of course service, preparing the dining room, seating guests and taking orders, essentials of food service, showmanship in dining room service, special service situations, and counter service.)

Lewis, Dora S.; Peckham, Gladys C.; and Horey, Helen S. *Family Meals and Hospitality*. New York, New York: Macmillian Publishing Company Inc., 1960. 532 pp. ($15.76. State adopted text. Units on food and health, management and service, breakfast, luncheon dinner, entertaining, special meals, foods for future use, and recipes.

Longree, Karla. *Quantity Food Sanitation* New York, New York: Interscience Publishers (Division of John Wiley and Sons, Inc.), 1972. 397 pp. ($14.95. Food spoilage, microorganisms, food-borne illnessses, causes of food borne gastroenteric outbreaks, purchasing and storing food, contamination of ingredients, multiplication of bacterial containments, time temperature control, and educating food service personnel in food sanitation.)

Longree, Karla and Blaker, Gertrude. *Sanitary Techniques in Food Service*. New York, New York: John Wiley and Sons, Inc., 1971. ($5.25. Comprehensive information on sanitation.)

Lundberg, Donald E., and Armates, James P. *The Management of People in Hotels, Restaurants, and Clubs*. Dubuque, Iowa: William C. Brown Company, Publishers, 1974. 231 pp. (Price not set. Includes information on motivating employees, job analysis, training, rating employee performance, analyzing and simplifying work, morale, and fire and accident prevention.)

Mc Dermott, Irene E.; Norris, Jeanne L.; and Nicolas, Florence W. *Homemaking for Teenagers-Book 2*. Peoria, Illinois: Chas A. Bennett Co., Inc., 1972. 736 pp. ($9.96. State adopted text.)

Medved, Eva. *The World of Food*. Boston, Massachusetts: Ginn and Company, 1970. 538 pp. ($6.50. State adopted text.)

Kickter, David J. *Occupational Essentials-Skills and Attitudes for Employment*. Rockford, Illinois: H.C. Johnson Press, Inc., 1973. 198 pp. (Recognizing interests and talents, looking for job openings, securing a job, succeeding on the job, self-evaluation for advancement, and leaving a job.)

Smith, Evelyn, and Crusius, Vera C. *A Handbook on Quantity Food Management*. Minneapolis, Minnesota: Burgess Publishing Company, 1970. 191 pp. ($5.95. Organization and planning, scientific principles and techniques applicable to quantity cookery, standardization, conservation, waste, cost control, modern food units, work simplification, personnel, sanitation techniques, and accident prevention.)

Stokes, John W. Food Service in Industry and Institutions. Dubuque, Iowa: William C. Brown Company, Publishers, 1973. 261 pp. ($9.95. Layout and equipment, purchasing, receiving, storage, menu planning, food preparation and cooking, distribution and service of food, sanitation and safety, control of food cost, and laws and regulations affecting food services.)

Stokes, John W. How to Manage a Restaurant or Institutional Food Service. Dubuque, Iowa: William C. Brown Company, Publishers, 1967. 343 pp. ($10.75. Food service industry, effective management; organization; menu planning; food service; kitchen equipment and layout; purchasing, receiving and storage; quantity cookery, cost control; sanitation, safety and fire protection; and laws and regulations.)

Sultan, William J. Practical Baking. Westport, Connecticut: AVI Publishing Company, Inc., 1969. 477 pp. ($15.00. Comprehensive information on baking.)

Thal, Helen M., and Holcombe, Melinda. Your Family and Its Money. Boston, Massachusetts: Houghton Mifflin Company, 1973. 280 pp. ($5.40. State adopted text.)

Training the Food Service Worker. Chicago, Illinois: Hospital Research and Educational Trust, 1967. ($4.50--Student's manual. $5.00--Instructor's guide. Includes sanitation, housekeeping, safety, nutrition, food preparation, production planning, and cost control.)

Weiss, Edith and Weiss, Hal. Catering Handbook. New York, New York: Hayden Book Company, Inc., 1971. 261 pp. ($12.50. Includes information on catering, equipment, kitchen and commissary, staff, business practices, procedures, center pieces, food decoration, and menus.)

West, Bessie Brooks; Levelle Wood; and Virginia F. Harger. Food Service Institution. New York, New York: John Wiley and Sons, Inc., 1966. 702 pp. ($15.50. Covers meal planning, food standards, and service, food selection and storage, food products and their preparation, organization and management; personnel management, cost control, sanitation and safety, floor planning and layouts, and equipment and furnishings.)

White, Ruth Bennett. Food and Your Future. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1972. 407 pp. ($9.32. State adopted text.)

Wilkinson, Jule. The Complete Book of Cooking Equipment. Chicago, Illinois: Institutions Magazine/Volume Feeding Management, 1972. 257 pp. ($12.95. Order from Cahners Books. Excellent reference.)

Wood, Marion and Harris, Katherine W. Quantity Recipes. Ithaca, New York: New York State College of Home Economics of Cornell University, 1966. 233 pp. ($1.00. Includes food preparation, guides and recipes.)

FILMS

Best Food In Town. Austin, Texas: Texas State Department of Health, n.d. (Color, sound, 20 min., free loan. Good for food service employee or restaurant sanitation.)

Carving Magic. New York, New York: Sterling Movies U.S.A., 1960. (Color, sound, 20 min. How to carve roasts and poultry.)

Coffee 'Round the Clock. New York, New York: Pan American Coffee Bureau, n.d. (Color, sound, 15 min., free loan. Order from Coffee Brewing Center. Stresses importance of coffee making in the food service business. Illustrates proper brewing, procedures, and elements necessary to brew good coffee.)

The Coffee That Came to Dinner. New York, New York: Pan American Coffee Bureau, 1970. (Color, sound, 15 min., free loan. Order from Coffee Brewing Center. Training personnel on brewing, demonstrations on procedures for making, trouble spots, and equipment.)

Dining Room Sanitation. Sherman Oaks, California: National Educational Media, Inc., 1970. (Color, sound, 12 min., free loan. Order from Texas State Department of Health. Demonstrates techniques of sanitary food handling for dining room personnel. Emphasizes importance of the servers' personal cleanliness, hygiene, and grooming. Includes sanitary practices necessary before reporting for work and dining room practices that inhabit growth of germs.)

Hashslingin' to Foodhandling. Austin, Texas: Texas State Department of Health, n.d. (Color, sound, 20 min., free loan--borrower pays transportation. Demonstrates both sanitary and unsanitary methods of handling food and utensils. Shows how germs travel from the customer's mouth to utensils, to the "hashslinger's" hands, and to other customers.)

How Clean is Clean. Ann Arbor, Michigan: National Sanitation Foundation and Conference of Municipal Health Engineers, 1956. (Color, sound, 20 min., free rental. Order from Economics Laboratory Inc. Describes proper dishwashing methods. Indicates importance of proper rinse temperature, detergent, and placement on racks.)

How Do You Look When It Counts? Sherman Oaks, California: National Educational Media, Inc., 1970. (Color, sound, 11 min., free loan. Order from Texas State Department of Health. Basic waiter, watress training film. Dramatizes importance of hospitality, cleanliness, and efficiency. Includes pointers on grooming, appearance, and personal hygiene. Stresses the close scrutiny guests make of food servers by showing them through the eyes of the guest.)

The Invaders. Des Plaines, Illinois: Dallas Jones, 1962. (Color, sound, 30 min., free loan. Purchase price--$1.25. Order from Diversey Chemicals. Covers role of sanitation; good housekeeping procedures including cleaning garbage cans, walk-in coolers, steam tables, cutting boards, dishwashing machines, and deep-fat fryers; daily assignment chart; bacteria transfer; inspection and storage of food stuff received.)

Kitchen Habits. Atlanta, Georgia: U.S. Public Health Services, 1965. (Color, sound, 10 min., $36.68. Training film on proper sanitary food handling practices in a restaurant kitchen.)

Kitchen Management Principles. New York, New York: Sterling Educational Films, 1966. (Color, sound, 13 min., $165.00. Available in 8 mm. loop films, Equipment storage, safety, sanitation, table setting, and clean-up.)

Mr. Dish Machine Operator. Sherman Oaks, California: National Educational Media, Inc., 1970. (Color, sound, 13 min., free loan. Order from Texas State Department of Health. Explains operation of commonly-used dish machines. Shows correct ways of loading machines. Highlights include pre-rinsing, safe, sanitary handling of dishes, temperature control, use of detergents and other chemicals. Includes rules for cleaning and prevention of breakage.)

National Educational Media, Inc., Films. Sherman Oaks, California: n.d. (Color, sound, 10-12 min., purchase--$127.00 to $135.00, rental--$11.00, minimum booking--$40.00. Films on professional food preparation, food service, safety, and sanitation.)

Outbreak of Salmonella-Infection. Atlanta, Georgia: U.S. Public Health Service, n.d. (Color, sound, 12 min., $42.65. Air base men become ill from eating chicken which is contaminated with salmonella. Emphasis on sanitation and holding temperatures.)

Safe Foodhandling in Quantity. Austin, Texas: Texas State Department of Health, 1966. (Color, sound, 17 min., free loan. Discusses causes of food poisoning, kinds of bacteria that cause it, and conditions for bacterial growth. Reviews sanitary measures for safe handling, storage, and service of food.)

Sanitation: Rules Make Sense. Sherman Oaks, California: National Educational Media, Inc., 1970. (Color, sound, 12 min., free loan. Order from Texas State Department of Health. Demonstrates basic rules of sanitation, handling potentially hazardous foods, controlling pests, personal hygiene, and food storage.)

Sanitation: Why All The Fuss? Sherman Oaks, California: National Educational Media, Inc., 1970. (Color, sound, 12 min., free loan. Order from Texas State Department of Health. Introduction to sanitation. Shows biological reasons for sanitation and the conditions for controlling bacterial growth. Stresses importance of cleanliness and need for proper heating and cooling of foods.)

FILMSTRIPS

All About Garnishes. Franklin Park, Illinois: Ekco Housewares Company, 1966. (Color, silent, 51 frames, 12 min., script, teacher's guide, $4.00, recorded narration, $2.50. How to prepare garnishes and hors d'oeuvres. Shows tools and their use in preparation of garnishes. Storage and care of utensils.)

All About Knives. Chicago, Illinois: Douglas Film Industry, 1965. (Color, silent, 64 frames, 12 min., $4.00, recorded narration, $2.50. Order from EKCO Housewares Company. Demonstration of easy ways to prepare fruits and vegetables, the proper carving methods for all types of meats and fowl as well as how to debone fish. Includes sharpening cutlery blades and care of knives.)

Luncheonette Service Blues. Huntington, New York: Merchandiser Film Productions, n.d. (Color, silent, 72 frames, record or cassette, $15.00. Uses cartoon figures to show correct and incorrect procedures for counter service.)

Modern Sandwich Methods for Quantity Food Service. Chicago, Illinois: American Institute of Baking, 1968. (Color, silent, 44 min., purchase--$35.50, rental--$12.00. Shows how to make and wrap sandwiches by hand or by machine. Gives information on vending, food storage and handling, and merchandising.)

A New Horizon: Careers in School Food Service. Pleasantville, New York: Guidance Associates, 1965. (Color, sound, 10 min., record, $18.00. K-103 307.)

PAMPHLETS

Careers for Youth in Food Service Industry. Pittsburgh, Pennsylvania: H.J. Heinz Company, n.d. (Free. Order from National Restaurant Association. Job opportunities, personal qualifications, and educational requirements.)

Dietz, Susan M. *The Correct Waitress*. Rochelle Park, New Jersey. Ahrens Book Co., 1952. 58 pp. ($1.12. Qualifications, fundamentals of good service, merchandising, sanitation and service, types of restaurant service, table setting, and accidents.)

Food Service Sanitation Manual. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1962. 90 pp. ($.55. Conducting an effective food sanitation program, U.S. Public Health Service, food service sanitation, ordinance, and code.)

Hitchock, James B. *Supervised Study Guide for Chef*. Austin, Texas: Instructional Materials Services, 1970. 85 pp. ($3.75, Answer Book-$1.90, and Unit Tests-$1.50. Covers safety, sanitation, hygiene, tools, equipment, methods and techniques of cooking, food preparation, and menu making.)

Jernigan, Anna Katherine, *Food Sanitation; Study Course*. Ames, Iowa: The Iowa State University Press, 1971. 71 pp. ($4.17. Covers various aspects of sanitation.)

Keister, Douglas C. *How to Increase Profits with Portion Control*. Chicago, Illinois: National Restaurant Association, 1966. 51 pp. ($2.60. Analysis of operation, menu planning, pre-costing the menu, purchase specifications, receiving control, store room control, production control, sales control, and sales analysis.)

Kent State University; Food Service Department. *Food Training Routines, I & II*. Chicago, Illinois: Institutions Magazine/Volume Feeding Management, 1971. 52 pp. ($4.52. Order from Cahners Books. Grill, deep-fat frying, rotary ovens, steam jacketed kettles, compartment steamers, small kitchen machines, and cutlery.)

Kitchen Machines. Chicago, Illinois: National Safety Council, 1964. 4 p. ($.25. Safe practices in using kitchen equipment.)

Mira, Linda. Guide to Good Service (A Manual for Hostesses and Waitresses). Rivera Beach, Florida: Goodway Printing Center, 1968. 32 pp. ($1.25. Order from Guide to Good Service. Table setting, service, side work, importance of knowing the menu, seating and serving, duties of the waitress, study of different services, do's and dont's and menu terms.)

Modern Sandwich Methods. Chicago, Illinois: American Institute of Baking, 1964. 24 pp. ($.75. Good illustrations and directions. Bound in spiral notebook.)

Peterkin, Betty, and Evans, Beatrice. Food Purchasing Guide for Group Feeding-Agriculture Handbook #284. Washington, D.C.: U.S. Government Printing Office, 1965. 54 pp. ($.40. Guides to purchasing quantities of 25 to 100 portions; information for estimating food quantities.)

Quantity Cooking Basic Skills. Albany, New York: Delmar Publishers, Inc., 1966. 112 pp. ($1.95. Cooking with water, dry heat, and fat; stewing and braising, sauces, and soups.)

Sanitation Follies. New York, New York: Public Health Committee of the Plate, Cup, and Container Institute, 1968. 4 p. ($.01 per copy. Cartoon showing over 60 violations of the rules of safe food service.)

Sanitation of Food Service Establishments. New York, New York: Economics Lab., Inc., 1962. 29 pp. (Free. Who is responsible for sanitation, cleaning schedules, cleaning compounds, cleaning tools and supplies, personal cleaning procedures for the employee to follow.)

Texas State Department of Health. Preventing Food-Borne Diseases. Austin, Texas: Texas State Department of Health, 1966. 58 pp. (Free. Information on germs and food-borne diseases, disease transmission, importance of keeping things clean, and storage suggestions.)

Today's Busboy. New York, New York: Chain Store Publishing Corporation, 1971. 140 frames. ($2.10. Self-instructional training program. Low reading level, but some words may be difficult for CVAE students. Could be taped.)

Today's Dishwashing Machine Operator. New York, New York: Chain Store Publishings Corporation, 1971. 170 frames. ($2.10. Self-instructional training program. Low reading level, but some words may be difficult for CVAE students. Could be taped.)

Today's Waitress. New York, New York: Chain Store Publishing Corporation, 1971. 200 frames. ($2.10. Self-instructional training program. Low reading level, but some words may be difficult for CVAE students. Could be taped.)

U.S. Department of Agriculture. Food Buying Guide for Type A School Lunches. Washington D.C.: U.S. Supt. of Documents, 1964. 75 pp. ($1.25. Measures and equivalents useful in determining food quantities, how to calculate the quantity of food needed, and food buying guides.)

U.S. Department of Health, Education, and Welfare. Quantity Food Preparation; A Suggested Guide. Washington, D.C.: U.S. Government Printing Office, 1967. 39 pp. ($.35. Basic principles of food preparation, science related to food preparation, mathematics related to food preparation, English related to food preparation, and safety instruction.)

U.S. Department of Health, Education, and Welfare. Training Food Service Personnel. Washington, D.C.: U.S. Government Printing Office, 1969. 145 pp. ($.65. Information on the food service industry, functions of a food service operator, the sales person's role, qualifications for successful sales work, job opportunities, and job responsibilities.)

Vestor, Kelly G. Food-Borne Illnesses; Cause and Prevention. Rocky Mount, North Carolina: Food Service Guides, 1967. 64 pp. ($1.00. Includes information on bacteria growth in food, safe food for home and community, personal hygiene, food storage, equipment cleaning, food preparation, utensil cleaning, handling and storage, clean habits, service, menu planning, and buying practices.)

Vestor, Kelly G. Planned Sanitation; Prestige and Profit. Rocky Mount, North Carolina: Food Service Guides, 1966. 31 pp. ($.50. Planning, training, and motivating for sanitation in food service.)

Vestor, Kelly G. Service With a Smile. Rocky Mount, North Carolina: Food Service Guides, 1968. 40 pp. ($1.00. Emphasizes development of good attitudes and going the extra mile to give good service.)

PERIODICALS

The Chuckwagon. (Order from: Texas Restaurant Association, Box 1429, Austin, Texas 78767, Monthly, combined May/June issue, $10.00.)

Cooking for Profit. (Order from: Cooking for Profit, 1202 S. Park Street, Madison, Wisconsin 53715, Monthly, $10.00.)

RESOURCE KIT

The Name of the Cooking Game. Franklin Park, Illinois: Ekco Housewares Co., n.d. ($4.00. This is based on domestic working; however, the teacher commentary could be used as a basis for developing a series of slides, showing cooking terms using commercial size equipment.)

TRANSPARENCIES

Billings, Margarita. Safety in the Kitchen. St. Paul, Minnesota: The 3-M Company, 1971. 20 transparencies. ($35.00. Pertinent transparencies include taking care of broken glass promptly; floors should be clean and dry, uncluttered, and non-skid; beware of steam, if accidents occur; proper clothing contributes to safety; operation of power equipment requires know-how and keep equipment in good condition.)

Billings, Margarita. Sanitation in the Kitchen. St. Paul, Minnesota: The 3-M Company, 1971. 20 transparencies. ($35.00. Pertinent transparencies include how to avoid contamination by direct contact; how to guard against chemical poisoning; how to avoid bacterial growth--remove warmth, food, moisture; and temperature guide.)

Clarke, Sister Margaret Mary. Basic Values in Nutrition: Part II--Fruit and Vegetable Group. St. Paul, Minnesota: 3-M Company, 1971. 20 transparencies. ($35.00. Pertinent transparencies include preparing vegetables in ways that preserve food value, flavor, color, and texture, vegetables that are available in many forms, variety in serving, selecting vegetables for freshness, managing fresh vegetables, vegetables having appetite appeal, and giving your vegetables a place.)

OTHER

Breading Foods for Deep-Fat Frying. Manhattan, Kansas: Kansas State University 1967. 50 slides. ($7.00. Order from Institutional Management Department. Includes equipment and supplies.)

Cleaning a Food Slicer. Manhattan, Kansas: Kansas State University, 1967. 52 slides. ($7.00. Order from Institutional Management Department. Includes equipment and supplies.)

Cutting a Two Crust Pie. Manhattan, Kansas: Kansas State University, 1967. 20 slides. ($7.00. Order from Institutional Management Department. Includes equipment and supplies.)

Dipped Salad Assembly. Manhattan, Kansas: Kansas State University, 1967. 21 slides. ($7.00. Order from Institutional Management Department. Includes equipment and supplies.)

Frosting a Layer Cake. Manhattan, Kansas: Kansas State University, 1967. 37 slides. ($7.00. Order from Institutional Management Department. Includes equipment and supplies.)

Haskell, Dr. W.H. A Training Course in Sanitation for Food Service Workers. Chicago, Illinois: Institutions Magazine Volume Feeding Management, 1967. 40 pp. ($2.50-pamphlet, $96.00-series, and rental price $20.00. Advance scheduling needed; in great demand.)

Making Change. Manhattan, Kansas: Kansas State University, 1967. 37 slides. ($7.00. Order from Institutional Management Department. Includes equipment and supplies.)

Making Sliced Meat and Cheese Sandwiches. Manhattan, Kansas: Kansas State University, 1967. 23 slides. ($7.00. Order from Institutional Management Department. Includes equipment and supplies.)

Making Meat Salad and Spread Filling Sandwiches. Manhattan, Kansas: Kansas State University, 1967. 18 slides. ($7.00. Order from Institutional Management Department. Includes equipment and supplies.)

Portioning A Cake. Manhattan, Kansas: Kansas State Universtiy, 1967. 32 slides. ($7.00. Order from Institutional Management Department. Includes equipment and supplies.)

Portioning Pudding. Manhattan, Kansas: Kansas State University, 1967. 17 slides. ($7.00. Order from Institutional Management Department. Includes equipment and supplies.)

U.S. Department of Agriculture, *Quantity Recipes for Type A School Lunches*. Washington, D.C.: U.S. Supt. of Documents, 1965. ($4.50. General information, cereal products, desserts, main dishes, salads, salad dressing, sandwiches, sauces and gravies, soups, and vegetables.)

PAMPHLET SOURCES

American Gas Association, Inc., 605 Third Avenue, New York, New York 10016

Local Electric Company

Local Gas Company

Nasco Home Economics Supplies Catalog, Nasco Company, Fort Atkinson, Wisconsin 53538

Nasco Home Economics Supplies Catalog, Box 3837, Modesto, California 95352

National Cash Register Company, Chissold Publishing Company, 105 West Adams Street, Chicago, Illinois 60603

National Life Stock and Meat Board, 36 South Wabash Avenue, Chicago, Illinois 60603

National Restaurant Association, 1530 North Lake Shore Drive, Chicago, Illinois 60610

Restaurant-Hotel Aids, CYBK Corporation, 1821 University Avenue, St. Paul, Minnesota 55104

Texas Restaurant Association, P.O. Box 1429, Austin, Texas 78767

U.S. Public Health Service Audiovisual Facility, Communicable Disease Center, Atlanta, Georgia 30333

PUBLISHERS' LIST

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Subs. of Hayden Book Company
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American Hospital Association
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Chicago, Illinois 60611

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New York, New York 10016

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Peoria, Illinois 61614

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1030 Fifteenth Street, Northwest
Washington, D.C. 20005

Coffee Brewing Center
120 Wall Street
New York, New York 10005

Cooking For Profit
1202 South Park Street
Madison, Wisconsin 53715

Cooperative Extension
New York State
College of Home Economics
Cornell University
Ithaca, New York 14850

Curriculum and Instructional
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State Department of Vocational and
Technical Education
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Delmar Publishers, Inc.
Mountainview Avenue
Albany, New York 12205

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Des Plaines, Illinois 60018

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250 Park Avenue
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University Book Store
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